

NORTHERN New Mexico College

AQIP Systems Portfolio

2015



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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
ADN: Associate Degree in Nursing
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
AP: Action Project
APP: Academic Plan Priority
APR: Academic Program Review
APTF: Academic Planning Task Force
ARC: Accessibility Resource Center
ASU: Adam's State University
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
BOR: Board of Regents
BS: Bachelor of Science
BSN: Bachelor of Science in Nursing

C

CAMP: College Assistance Migrant Program
CCNE: Commission on Collegiate Nursing Education
CE: Continuing Education
CEU: Continuing Education Unit
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

DCA: Dual Credit Act
DE: Distance Education
DFA: Department of Finance & Administration
DR: Disaster Recovery
DVR: Department of Vocational Rehabilitation

E

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

F

FAFSA: Free Application Federal Student Aid
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
HSI: Hispanic Serving Institution

I

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

LFC: Legislative Finance Committee

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 Assoc.

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

NNMC: Northern New Mexico College

NSSE: National Survey of Student Engagement

O

OBMS: Online Budget Management System

OIA: Office of Institutional Advancement

P

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

PED: Public Education Department

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

PEP: Performance Effectiveness Report

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

SFCC: Santa Fe Community College

SLO: Student Learning Outcome

SMS: Short Message Service

SOS: Student Opinion Survey

MG: Major Goal

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

U

UEDA: University Economic Development Association

UNM: University of New Mexico

UNM-LA: University of NM Los Alamos

UNM-Taos: University of NM Taos

V-Z

VITA: Voluntary Income Tax Assistance

WEAVE Online: Assessment Software

WNMU: Western NM University

Institutional Overview

Northern New Mexico College is a comprehensive, public, four-year degree granting College. NNMC was founded in 1909 as a Spanish Normal School and identified as a state school in the NM Constitution in 1912. Northern was established as a Vocational/Technical School in 1970, a community college in 1977 and a four-year college in 2005. All credit courses are currently offered at Northern's Española campus. The El Rito Campus hosts non-credit courses, conferences and trainings. Northern is governed by a five-member Board of Regents appointed by the Governor of NM. In November of 2014, New Mexico voters passed Amendment 2, allowing Northern to seat a voting student regent. As a constitutional school, NNMC has no taxing authority.

Mission: The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

Vision Statement: NNMC is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

Values: *Excellence in:* Teaching & Learning; Student Success, Access & Affordability, Diversity, Facilities & Resources; and Community Building.

Academic Offerings: We offer a variety of pathways to higher education, including two-year associate degrees, vocational and certificate programs, workforce training programs, and personal and professional development (Continuing Education). NNMC has five (5) Academic Colleges: College of Arts and Sciences; College of Education; College of Nursing and Health Sciences; College of Business Administration; College of Engineering and Technology, and currently offers fourteen (14) 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 (BSN), Integrated Studies (BAIS) in Humanities Psychology or Pueblo Indian Studies (BAIS), Business Administration (BBA) in Accounting, Management and Project Management). We offer post-baccalaureate teaching endorsements in Reading, TESOL, and Bilingual Education and a post-baccalaureate certificate in Engineering in Information Technology. The College of Education partnered with Adams State University (ASU) to offer M.A. degrees in Educational Leadership and Culturally & Linguistically Diverse Education.

Distance Delivery Programs: Distance Education Course Offerings (Fall 2014) = 53 Web-Based/ ITV-Based DE Classes.

Other Key Campus Programs and Resources: Student Support Services, Advisement Center, First Year Experience program, Summer Bridge, Office of Equity and Diversity, and new Student Life Office.

NNMC Admission Policies, Tuition & Fees

- NNMC has an open admissions policy to enter College for two-year programs (associate degrees, vocational and certificate programs), with some program-specific admission requirements.
- Tuition for Fall 2015: NM Resident (\$124.69/credit), Non-NM Resident (\$463.32/credit)
- Student Fees Fall 2015: \$687.12 (Full-time); \$57.26/credit (Part-time)

Student, Faculty & Staff Demographics: (Source: NNMC Fact Book)

- Fall 2014 Credit Enrollment: Student headcount = 1348, student credit hours (SCH) = 12,979.50, full-time equivalent (FTE) students=865.3, 48 percent full-time students (12 or more credit hours/semester), 52 percent part-time students (less than 12 hours/semester)

- Student gender: 61 percent female, 39 percent male
- Student ethnicity: eight percent Native American, 71 percent Hispanic, 12 percent White, nine percent Other
- Student intent: 47 percent declared majors; 21 percent career technical majors, 32 percent undecided
- Student financial need: 839 eligible students receiving financial aid
- Average class student/faculty Ratio: 15:1
- Faculty: 45 full-time; 113 part-time
- Staff and administration: 141 full-time; 56 part-time

Our AQIP Journey

NNMC embraced AQIP in 2002, and has since evolved from a two-year to a four-year degree-granting institution. We have attended four Strategy Forums, initiated 23 Action Projects and made significant improvements based upon feedback from three Systems Portfolio Appraisals (2005, 2009 and 2013). Key challenges have been declines in enrollment, transitions in leadership, and budgetary constraints. Like many other colleges, we have felt the impact and slow recovery of the current economy. Despite the challenges, we remain committed to our mission, our community, and our efforts to promote continuous improvement. We have applied for and received various academic program accreditations. We have accomplished accreditation by the Commission on Collegiate Nursing Education (CCNE) for the BSN program, and accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) for our BBA programs, accreditation by the Accreditation Board for Engineering and Technology (ABET) for the BEng in Information Engineering Technology program, and by the Accreditation Council for Business Schools and Programs (ACBSP) for the Business Administration program. We have also conducted self-studies in preparation for applying for the following academic program accreditations: National League for Nursing Accrediting Commission (NLNAC) and The National Council for Accreditation of Teacher Education (NCATE). In order to meet program accreditation application requirements aligned with AQIP, we have undergone an evaluation that has informed the development of policies, assessments, and improvement plans revolving around quality teaching and student success. We have also initiated improved budgetary planning, new assessment forums, further professional development opportunities, and other strategic planning efforts. The College of Education has been approved by the State's division of NCATE and has a planned visit by National in 2015. The College of Nursing is currently revisiting program plans and working hard to meet the standards established by the NLNAC. Northern is continuously developing plans to cultivate and improve institutional quality in alignment with AQIP standards, as is evidenced in the development of our Strategic Visioning Plan, Strategic Priorities, AQIP Action Projects, Academic Plan, Recruitment Plan, Strategic Enrollment Management, Student Services Strategic Plan, the Strategic Plan for the Academic Division, and Strategic Plan for Assessment and Accreditation. Moreover, Northern's AQIP action projects have successfully led to improvements in campus safety & security, effective resource management, a comprehensive first-year retention plan, and the adoption and implementation of the College's Institutional Assessment Plan.

A number of core assets help us achieve our goals, including our dedicated and motivated faculty, staff, students, and administrators, strong community-based partnerships and our rich resources in regional language, culture and history. NNMC's location, culture, and environment consist of and attract diverse populations. Our internal expertise is conducive to providing leadership and facilitating partnerships with regional and state organizations. Furthermore, NNMC is fortunate to have advocates in the state legislature who support higher education and help us attain our mission to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

AQIP Category One, HELPING STUDENTS LEARN**Overview**

Northern commitment to helping students learn is demonstrated in comprehensive program design, which includes a wide span of developmental, vocational, associate, baccalaureate and post-baccalaureate programs. Northern's Academic units include: College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering and Technology, and College of Nursing and Health Sciences. Our academic support programs include: the Advisement Center, the American Indian Center, Faculty Advisement, Student Success Center, Math Center, Writing Center, Dual Credit Program, Office of Accessibility, Center for Distance Education and the Office of Student Life.

Northern adheres to the New Mexico HED Core Competencies (Common Core Standards) which include the following areas: Area I-Communications, Area II-Mathematics, Area III-Laboratory Science, Area IV-Social & Behavioral Sciences and Area V-Humanities and Fine Arts. NNMC's general education courses are aimed to help students achieve a foundation of knowledge that broadens and enriches their abilities to communicate, to think critically, to problem solve, and to promote global awareness, human values, and social consciousness. To reflect Northern's values, a greater choice of electives has been added to the statewide transfer common core to support communication and problem solving skills, critical and ethical thinking skills, and promote cultural applications.

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, field work, internships and conferences. New program and course development is informed by analysis of student surveys, workforce projections, job demand surveys, accreditation requirements and best practices in curriculum and instructional design.

Northern employs an Academic Program Review (APR), which is the ongoing, high quality, peer review of all NNMC academic units and programs. Operating in the conceptual framework of NNMC's accreditation process, the APR provides guidance for administrative decisions. Northern's academic units work with the General Education Committee (GEC) to develop, implement and assess student learning outcomes across the curriculum and across campus.

PROCESSES**1P1 Determining Student learning goals**

NNMC's mission is to provide accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region. The following College Wide Student Learning Objectives support this mission:

1	Communication: Ability to communicate clearly and effectively	Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
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2	Critical Thinking: Ability to think critically through analytical, inventive and creative means	Infer specific contexts and situations for learning by asking essential questions and applying both quantitative and qualitative methodologies and processes to solve problems.
3	Cultural Competence: Demonstrate commitment to address cultural, social, & ethical responsibilities	Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, and ability to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4	Information Competency and Research: Demonstrate proficiency in the use of current technology and innovation	Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contribute toward increased productivity and efficiency; Innovation or the application of creativity or original thought.

The College's General Education Committee (GEC), a standing academic committee that reports to the Faculty Senate and Provost each semester, collaborates with each Academic Department and the Committee for Learning Assessment of Students (CLASS) to develop, implement and assess Northern's student learning outcomes. The GEC reviews general education core curriculum and institutional core objectives to ensure that they are aligned to state requirements and Northern's mission. The College follows the New Mexico HED Core Competencies (Common Core Standards) in establishing general education student learning outcomes and evaluates workforce projections and accreditation requirements in modifying and developing new programs and course offerings.

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. Students that complete a certificate program from Northern will be provided sufficient opportunities to develop job skills as well as the minimum level of competency in English and mathematics required to obtain entry-level employment in that particular field of study. Certificate requirements (minimum) include:

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

Students earning degrees from Northern will have more extensive education and exposure to several academic disciplines. Degree requirements for all Associate of Applied Science and Associate of Engineering degree majors include the following:

Description	Minimum Credit Hours
Communications (must include English Composition I)	6 credits
Humanities (must include History and Culture of Northern New Mexico)	3 credits
Math/Computer Science and/or Lab Science	6-7 credits
Social/Behavioral	3 credits
Library Technology	1 credit
Total = 19-20 credits	

The standards for Associates of Art or Science degrees are much more detailed (NNMC Catalog 2014-16). General Education minimum requirements for all Bachelor's degrees are depicted in Table 1.1.

Table 1.1

AREA	Area Description	TRANSFERABLE LOWER-DIVISION GENERAL EDUCATION COURSES	Minimum Credits
I	COMMUNICATIONS	College Level English Composition – 3 credits College Level Writing – 3 credits Oral Communication – 3 credits	9 credits
II	MATHEMATICS	College Algebra – 3 credit Other math at or above level of College Algebra	3 credits
III	LABORATORY SCIENCE	General Biology, with laboratory 4-8 credits General Chemistry, with laboratory 4-8 credits General Physics, with laboratory 4-8 credits Geology/Earth Science with laboratory 4-8 credits Astronomy with laboratory 4-8 credits	8 credits
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 credits
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 credits
Total = 35 credits			

Students enrolled in any public institution in New Mexico are guaranteed to transfer the courses listed in Table 1.1 toward associate and baccalaureate degree program requirements at any other New Mexico public college or university. Students work with advisors to make appropriate course selections and decide whether the total of credits from Area IV or V will be either 6 or 9 semester hours of credit. As can be seen in individual degree plans, this core represents the minimum. Northern also requires one

additional 3 credit hour general education course (First Year Experience) for all associate and baccalaureate degree programs. Each college can also add supplemental courses to the general education requirements. Students enrolled in some programs (e.g., in engineering or health sciences) are advised when certain general education credits apply only toward elective requirements.

Core Component 3B2

The GEC is established through the Faculty Senate and includes faculty members that review general education core curriculum and institutional core objectives to ensure that they are aligned with state requirements, Northern's mission, and all New Mexico Higher Education Department mandates.

Core Component 3B3

Since 2008, An area-level task force with faculty representatives from throughout the state has determined the common student learning objectives of each area of the state's core competencies. Northern faculty members participate in the continuous assessment of General Education learning outcomes in each of five core competency areas (Common Core Standards). Faculty members who have been assigned program development and assessment responsibilities by the department chairs and deans design specific student learning outcomes. Advisory groups offer significant direction to many of our academic programs in support of developing appropriate outcomes, measures, and curriculum. Both the Academic Advisory Council and the Curriculum Committee of the Faculty Senate review and approve all curriculum changes and both forward recommendations to the Faculty Senate. State policies and procedures ensure that New Mexico's institutions of higher education offer high- quality programs in ways that do not duplicate efforts within a given service region.

NNMC's Center for Distance Learning (CDL) integrates broad learning and skills by offering online learning options and providing access to a Learning Management System (Blackboard Learn 9.1). Please see Core Component 3B3 in 1P1 for more details.

Core Component 3B4

Northern New Mexico College's mission is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region. Northern New Mexico College is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

Core Component 3B5

Northern faculty and students contribute to scholarship, creative work, and the discovery of knowledge through collective scholarly research, field work, internships and conferences. An example of this is the Annual Culture -Based Education symposium, Biology Seminars and Symposiums (e.g.,the Northern New Mexico / pre SACNAS Conference Student Symposium), and the NNMC Academic Research and Creativity Scholarship Symposium.

1P2 Determining program learning objectives

Faculty, students, and stakeholders (e.g., external advisory groups, employers, alumni, specialized accrediting agencies) are all consulted in the development of specific program learning objectives. Moreover, academic programs' theoretical frameworks and industry standards guide decision-making processes around how we determine program outcomes. Such outcomes are as follows:

- The BA programs in the College of Education meet the New Mexico Public Education Department's (PED) Entry-Level Teacher competencies and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards; thus, our graduates are eligible to apply for teacher certification through the New Mexico Public Education Department. The bachelor's and associate degrees offered in the College of Education are aligned with national standards (i.e., NCATE/CAEP) as well as state competencies. Programs are subject to accreditation reviews by state and national organizations. Through close collaborations and partnerships with stakeholders (e.g., school districts), the programs are responsive to the needs of both students and personnel in the schools.
- The Associate Degree in Nursing (ADN) Program uses national accreditation guidelines from the *Accreditation Commission for Education in Nursing* (ACEN) and professional standards, such as *Quality and Safety Education for Nurses* (QSEN), and the *Massachusetts Nurse of the Future* competencies as professional guidelines for the development of program outcomes.
- The RN to BSN Program uses the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *AHNA/ANA Holistic Nursing: Scope and Standards of Practice* (2007, 2014) as professional guidelines for the development of program outcomes. The program outcomes are reviewed periodically (every three years) and revised when appropriate to reflect professional nursing standards and guidelines, and the needs and expectations of the community of interest. Input from community stakeholders is solicited at biannual nursing Community Advisory Board meetings.
- The Bachelor of Information Engineering Technology and Bachelor of Mechanical Engineering programs have external advisory committees that provide input on the program objectives that faculty propose; the advisory committees contribute toward a voting system that informs the committee's decisions about what input is provided. The College reviews the program objectives every three years to keep them current to industry and technology changes. The program objectives are clearly mapped out to align with the student learning outcomes and to ensure that they are reinforced at the curriculum level.
- The Associate and Bachelor degrees in Business have an external advisory committee that provides input on program objectives proposed by faculty. Advancements in industry and technology are reviewed by faculty to ensure that the program objectives are kept current and student learning objectives are reinforced at the curriculum level.

1P3 New program and course development

Impetus for the development of new programs must come from an advisory group comprised of college faculty, staff and community stakeholders. To design new programs and develop courses, community members and faculty work together to identify needs, create needs-based program goals and learning outcomes, determine which courses help students achieve the desired learning outcomes, conduct program evaluation with appropriate methods, interpret results and provide feedback to inform and/or improve programs and course development. For example, as the College of Education identified the need for a new B.A. program in Early Childhood Education, faculty created surveys to assess the community's level of demand for this program, conducted job-demand and feasibility surveys with staff at local schools and early childhood centers and used this data as well as other forms of community and stakeholder input to create the new program. Faculty also analyzed workforce projections and accreditation requirements and consulted with the Early Childhood task force and the state department of education and peer institutions to learn best practices in curriculum and instructional design. Discussions are also held with primary area employers, state agencies, school districts, and community stakeholders (e.g. Northern Pueblos, public schools, and local businesses).

Proposals for new programs follow steps outlined in our New Degree Program Approval process. They are submitted by Deans and Chairs and reviewed by an Academic Advisory Committee, Educational Policy Committee, Curriculum Committee, Faculty Senate, the Provost, the President, and finally the Board of Regents.

Proposals must include an environmental scan to monitor our internal and external environment to detect opportunities and threats that may influence proposal plans. We scan to ensure that proposed curriculum (mission, outcomes, curriculum map, and syllabi), assessment plan (measures and action plan for analysis), budget, and plan for sustainability is aligned with the College's mission. All new program proposals are reviewed and compared with similar programs in the State to minimize program duplication. Faculty involved in the development of new programs participate as members of the different State Field Task forces (e.g., Engineering or NM Early Childhood Higher Education Task Force) to ensure that the core of the program requirements meet state standard requirements and is transferable to other state institutions offering an equivalent program. The NNMC Board of Regents and the state's Higher Education Department must approve all new Bachelor's programs.

1P4 Designing responsive programs

Core Component 1C1

Northern strives to build program consistency across various Departments in the College. Student learning outcomes are interdisciplinary and ensure that our graduates can perform effectively and contribute to the economic and societal needs of the region (College's mission). Achieving student learning outcomes not only makes our graduates more eligible for job placement in the workforce but also enhances the standing of NNMC as the center for higher education in the region.

Core Component 1C2

The Office of Equity and Diversity addresses disparities and challenges to access and advocates for equity for any group that has been historically disadvantaged or underrepresented in higher education.

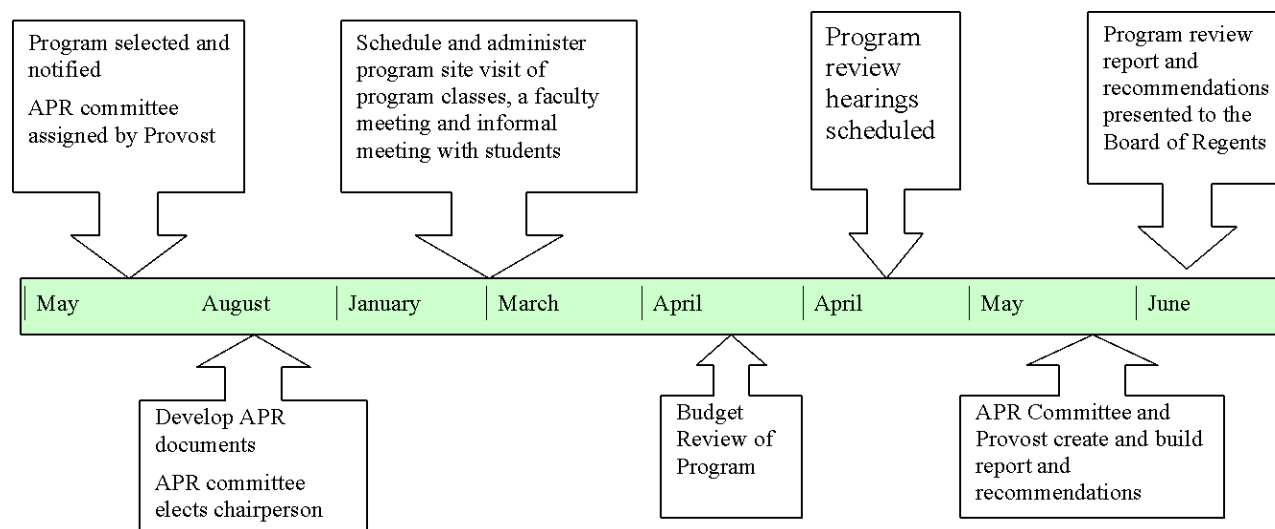
Core Component 4A1

Academic Program Review (APR) is the ongoing peer-review of all NNMC academic units and programs. The APR examines, assesses and strengthens programs that advance academic excellence. The APR operates under the conceptual framework of NNMC's accreditation process, AQIP, using data to recognize and improve areas in need of improvement and continually aligning programs and offerings with the College's mission and vision. The APR fulfills the Board of Regents' directive and reviews instructional programs on a three year cycle in the following areas of program quality:

- Quality of educational programs, including an assessment of student outcomes,
- Quality of research, creative activity, or scholarly work,
- Quality of outreach activities and service to the University, the profession, and the community,
- Contribution or importance of programming to other campus programs, and
- Potential and future expectations for the program.

Programs with identified risks or low enrollment undergo regular review. Any program undergoing state, national or industry accreditation must submit an abridged report with accreditation documentation. The responsibility for scheduling program review rests with the Provost and follows an annual timeline.

Figure 1.1: APR Timeline



Core Component 4A2

In an effort to maximize the opportunities available to the public to earn college credits, Northern has adopted the following policy for granting academic credit:

1. The completion of any credit-bearing class with a grade of “C” or better. Academic credit in this context refers to credit accepted towards 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.
3. Receipt at Northern of official AP/CIE/CLEP/DSST scores which meet minimum cut-off scores as listed in the College Academic Catalog, 2014-16.

Core Component 4A3

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 coursework and apply them toward degree requirements. Several transfer guides have been developed through collaboration among 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 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 a complete list of courses.]

Core Component 4A4

NNMC’s general education requirements are intended to develop written and oral communication skills, problem solving skills, historical and cultural awareness, and scientific and ethical thinking. General education courses reflect the values of the College and help 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. Northern aims to provide all first-year students with instruction in basic information literacy and library research during their first college semester by establishing FYE 101 as a general education requirement for all associate and baccalaureate degree programs.

Core Component 4A5

Northern's Technical-Vocational School was 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 and pre-accredited 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. Beyond this, Northern's Registered Nursing to Bachelor of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

In 2008, Northern 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, the College's occupational courses are approved by the New Mexico State Department of Public Education. The College's Barbering, Cosmetology, and Nursing programs are approved by their respective state licensing boards. 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. The NNMC Bachelor of Engineering in Information Engineering Technology became accredited by ABET in August 2014, retroactive to October 2012 after a successful accreditation visit in Fall 2013. The baccalaureate nursing (RN to BSN) Program achieved accreditation by the CCNE February 9, 2011. Northern will shortly be submitting its education program for national NCATE accreditation.

Core Component 4A6

Northern uses a variety of measures to determine how well prepared students are for further education or employment and to assess whether or not students meet the College's student learning objectives. Northern offers 23 certificates, one graduate-certificate, and three post baccalaureate endorsements that meet industry or national standards. Northern faculty report results of certification testing in their program assessment plans. For example, Nursing reports graduation rates to both the New Mexico Higher Education Department and the Commission on College Nursing Education (CCNE).

Core Component 3A1

NNMC reviews instructional programs on a three year cycle to develop strategies to address instruction quality, cost effectiveness and ensure program and course relevance. The college strives to review all programs every three years, yet programs may be reviewed out of cycle as appropriate.

Core Component 3A2

Committee Chairs, Directors, Deans, and the VP of Academic Affairs articulate and differentiate learning goals for the College's certificate, associate, bachelor's and post-baccalaureate programs through prerequisites, program and course design, and student learning outcomes.

Core Component 3A3

NNMC's Center for Distance Learning works closely with the College's Deans Council and the Provost in developing, reviewing and promoting innovative online course offerings for Northern's students. The Center for Distance Learning utilizes Blackboard Faculty Institute training seminars to improve current and projected online course offerings and uses the Quality Matters Course Standards Rubric as a benchmark for creating consistent online course design. Blackboard Faculty Institute trainings are offered online and in traditional classroom settings and involve convocation meetings which are implemented to discuss the changing nature of distance education and provide faculty opportunities to discuss use and adoption of educational classroom technologies.

As the state of New Mexico moves towards a student retention model, the need for providing pathways for students to matriculate and graduate in a timely manner is now of primary importance. NNMC's CDL provides students with additional pathways through various online forums. Please see 3B3 or 1P1 for more information about CDL offerings.

Northern's Dual Credit program is yet another pathway provided to support matriculation and retention. Student eligibility and enrollment in dual credit courses is based on high school counselors' 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 and 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 the student's 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, a high school counselor must sign a Dual Credit Request Form, which is brought to Northern's Dual Credit Office. 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 not approved by their school district (including remedial courses), students and parents will be responsible for all costs associated with such enrollment. Northern faculty chairs must approve all Dual Credit classes. Rigor and course content is based on college level standards.

1P5 Determining required skills

While Northern is an Open Enrollment Institution, there are general admission requirements which include: high school diploma or GED, or transcripts from another institution showing good standing. All newly entering students are required to take placement exams (COMPASS or ACT) to demonstrate their knowledge and skills in English and Math. Student scores on these exams are used to determine if any remedial intervention is required prior to registration in particular core program courses. Registration holds, placed on all new students prior to registration, ensures that academic advisors first review students' competencies and recommend an individualized course scope and sequence. Admission criteria are based on evidence-based best practices in each discipline, program data correlating admission criteria with student success, and correlation of pre-admission standardized test scores with student success.. Examples of program specific admission requirements are listed below:

Admission policy for the Associate Degree in NURSING:

Formal application and acceptance into the ADN program is required before students can enroll in any nursing program course. Northern's ADN Program has the following admission criteria: Cumulative GPA of 2.5 or higher; successful completion with a grade of "C" or higher of 30 credits of general education courses: BIOL 237/L, BIOL 238/L, BIOL 210/L, ENG 111, PSY 109, PSY 290, ENG 111, HSCI 204, LT

101, and NURS 100/L Nurse Aid; a formal written application letter with recommendations; and successful benchmark scores on the standardized KAPLAN pre-admission examination.

Admission policy for the RN to BSN Program

This program is designed for and limited to individuals who are licensed as registered nurses (RN) in the United States. Verification of RN licensure is part of the application process.

Admission Policy for Bachelor degrees in ENGINEERING

Admission to the Bachelor of Engineering Programs requires completion of the following courses with a GPA of 2.5 and a minimum grade of C in each of the following courses:

Bachelor of Engineering in 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, IT 250-Introduction to Databases.

Bachelor of Engineering in 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 and updates its consumer information pursuant to the Higher Education Opportunity Act (HEOA) of 2008. Additionally, Northern communicates expectations regarding student preparation and learning outcomes through a variety of formats in online and printed modalities: catalog and degree plans, course schedules, admission, academic advisement, and new student orientation.

The Offices of Admissions, Student Services, and the Registrar provide students with course information and degree requirements. Advisors maintain up-to-date program check-sheets to provide accurate assistance in course selection. In addition, the Recruitment Office staff make regular high school visits to 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 presentations to high school students and provide information about program offerings. The Recruitment Office and Advisement Center work closely with the Provost, deans, and chairs to ensure that faculty accurately inform students of specific program and course requirements. Course and program expectations are also communicated through syllabi. Master course syllabi are kept by department chairs/Directors and serve as models for course specific outlines, required textbooks and 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 to promote students' consideration of general life goals and course planning. The steps include: 1.) Exploration and confirmation of life goals and values; 2.) Exploration and confirmation of career goals; 3.) Selection of a major or program of study to achieve life, career, and educational goals; 4.) Selection of courses in any given term; 5.) Scheduling of

courses. These steps are reinforced through the FYE curriculum, which explicitly addresses the exploration and clarification of students' academic and career goals.

Core Component 3D5

Students interested in enrolling at Northern are referred to our Advisement Center. Advisors assist students with admissions, financial aid, placement testing, and other processes. Undecided, major-undeclared students are encouraged to visit the EOC. Exploratory/Undecided 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 Advisement Center advisors. In initial advising sessions advisors confirm students' career interests and educational goals.

1P8 Dealing with underprepared students

The SAC staff review new students' degree choices, COMPASS course placement scores and ACT test results to determine academic competencies and course placements. In an effort to better serve our developmental students, the College restructured departments to provide developmental reading, writing, and basic college skills options in the college-level writing courses and developmental math options in the college-level math courses. This vertical structure of courses allows developmental and college-level instructors within the same discipline to collaborate and align courses in the math and writing sequences. The College created a Developmental Task Force devoted to implementing strategies to support the success of our developmental students. Although the Developmental Task Force does not currently meet regularly, the model exists to draw upon when we need further input on how to better serve our developmental students.

1P9 Differences in learning styles

Differences in learning styles are often detected in the classroom through observation, student feedback and student assessment. Some faculty conduct learning style assessments (e.g. VARK questionnaire, Myers-Briggs, Kolb test) with their students at the beginning of each semester. Beyond this, some students share with instructors their preferred learning styles and request accommodations designed in collaboration with the ARC. Faculty assess student understanding through formal and informal assessment. Beyond this, students complete course evaluations as well as *End of Program Surveys*, which provide student feedback on a variety of program issues including classroom delivery methods and instruction. Faculty report on this feedback in annual self-evaluation reports and set goals to modify instruction and develop more effective strategies to address student needs accordingly. Our instructors use a number of delivery methods to meet the needs of different learning styles through a variety of instructional learning formats, including different modalities, materials and methods. By integrating professional wisdom with the best available empirical evidence, instructors individualize course instruction to meet students' needs. Faculty report using strategies recommended by learning style assessments, research and other instructors that have reported success with specific teaching approaches.

1P10 Addressing special needs

Core Component 1C

The Accessibility Resource Center (ARC) 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 (ADA) and other federal regulations. Students are under no obligation to disclose their disability to the ARC and information given to the ARC is private and not shared without

the student's permission. The ARC works with students to design appropriate accommodations given the student's disability and course of study to give students with disabilities equal access to all programs within the College. Students with disabilities are entitled to reasonable accommodations under Section 504 of the ADA. Disabilities include mobility limitations, sensory disabilities, cognitive, emotional or mental disabilities, learning disabilities, processing and memory issues, health disabilities, traumatic brain injury, and more. To address the needs of working students and commuters, Northern offers evening courses and distance learning opportunities. Senior citizens (age 65+) classified as New Mexico residents are offered a reduced rate of \$5 per credit hour for their first 6 credit hours.

1P11 Expectations for effective teaching and learning

We communicate expectations for effective teaching and learning through conversation and dialogue within units as well as through our website, advising, recruitment, 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. College deans work closely with their respective department chairs and the Provost to communicate expectations with regard to effective teaching methods. Most often, these expectations are communicated through email and in person at college-wide trainings and in department and faculty meetings. Professional development opportunities that promote effective teaching strategies are offered throughout the year. Faculty also participate in reflective self-evaluations that define and document effective teaching expectations. Full-time faculty are observed by directors or chairs or deans and provided with constructive feedback. Faculty observations are documented and become part of their tenure dossier. At this time, adjunct faculty are not systematically observed by chairs or deans. The College is currently in the process of addressing this and has proposed the development of a Teaching and Learning Center to support a coaching model involving reflection on observations and instructor evaluations campus-wide.

Another example of our efforts to define and communicate effective teaching is our use of Blackboard training seminars to communicate defined methods of using technology effectively in the classroom. This is offered to full-time and adjunct faculty to improve course delivery methods and introduce the Quality Matters course standard rubric to create consistent implementation of online course design.

We document effective teaching and 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 an online repository system based on Google Drive. Student evaluations of instruction take place for every class each 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, NNMC's Information Technology department organized student evaluations of online instruction. This practice has continued with the Center for Distance Learning, using the Blackboard Learn 9.1 LMS. Student evaluations are deployed Fall and Spring semester and results are shared with each department and the University's Office of Institutional Research.

The Associate Degree in Nursing Program utilizes a peer review system to evaluate effective teaching. Tenured faculty members and the program director evaluate all full-time faculty annually. Established

criteria provide clear expectations for effective classroom teaching. Evaluation criteria include: relating current topics to prior learning; using a variety of instructional methods; providing multiple opportunities for active student participation; incorporating evidence-based nursing practices in classroom learning; and modeling professional behaviors in attire, attitude and action. The RN to BSN Program developed an Adjunct Faculty Evaluation tool in 2013 to provide clear expectations to adjunct faculty related to effective classroom teaching and assessment. For example, faculty are expected to utilize a variety of teaching strategies to facilitate student achievement of course objectives; consistently apply clearly defined and communicated grading criteria for each assignment; provide detailed and timely feedback to students, and link instructional materials and methods to course objectives and program outcomes. The RN to BSN Program has further identified expectations for adjunct faculty that are pertinent to maintenance of national accreditation from the Commission on Collegiate Nursing Education (CCNE).

Core Component 2D

The [Student Handbook](http://nnmc.edu/wordpress/?page_id=14794) (http://nnmc.edu/wordpress/?page_id=14794) describes our commitment to freedom of expression and the pursuit of truth in teaching and learning. The Academic Freedom and Responsibilities of Students and the protection against improper evaluation explanation are both clearly stated and described in the handbook and the catalog.

Core Component 2E1

NNMC is committed to safeguarding the rights and welfare of human participants in all research under its sponsorship and the institution must serve as a protector of the community 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 (IRB) of NNMC provides an independent determination concerning:

- A. How the rights and welfare of individual research participants are safeguarded; and
- B. Whether these participants are placed at risk; and, if risk is involved, whether:
 - 1. the risks to the subject are so outweighed by the sum of the benefit to the subject and the importance of the knowledge to be gained as to warrant a decision to allow the subject to accept such risks;
 - 2. the rights and welfare of any participants are protected;
 - 3. legally effective informed consent will be obtained by adequate and appropriate means;
 - 4. the conduct of the activity will be reviewed at timely intervals.

In accordance with Federal regulations, NNMC’s IRB has at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB also 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 online 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>. Beyond this, all Northern faculty are invited to complete the CITI (Collaborative Institutional Training Initiative) research

education training to enhance the integrity and professionalism of investigators and staff conducting research affiliated with Northern.

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. In particular, dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

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 and may also include short-term suspension, long term suspension and/or expulsion.

1P12 Course delivery system

Course scheduling is conducted in collaboration with faculty, chairs and deans. 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, depending on 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 Communications coordinate marketing of the schedule.

NNMC's Center for Distance Learning works closely with the College's academic and technical dean's to develop and promote innovative online course offerings for Northern's students and offer faculty trainings to improve classroom technologies. Please see 3B3 under 1P1 for further explanation.

1P13 Effective and timely curriculum**Core Component 4A**

Program assessment and comprehensive program reviews are used to monitor the effectiveness of our curriculum, and change, add or discontinue programs. 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 efficacy and viability. The Program Review protocol was revised in 2007-2008 to showcase student learning indicators, which include: Curriculum (mission, program learning outcomes, and assessment measures), Assessment of student learning, Program effectiveness, Faculty, Job outlook, Facilities, Fiscal efficacy, and a 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* program curricula are referred by department chairs (or Deans if there is not a chair for a particular department) through the Academic Policy Committee, to the Curriculum Committee, to the Faculty Senate, to the Provost, to the President, and to the Board of Regents and Higher Learning Commission 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

Students are identified through self-referral or advisement relationships and are recruited based on eligibility requirements to meet the target population served by the support service offices. Northern's Academic Support Services are comprised of the following programs/centers/departments: SAC; American Indian Center; ARC (see 1P10); Dual Credit Program; Student Success Center; Center for Distance Learning; NNMC Library; Writing Center; Student Email Accounts; Financial Aid Office; Intercollegiate Athletics.

Core Component 3D2

Summer Bridge & FYE Programs: Initiated in Spring 2011, with resources funded through a federal Title V grant (the ÉXITO initiative), Summer Bridge and FYE programs are NNMC's attempt to address evolving needs of students in their earliest years of college. These programs provide support for students as they enter and move through their undergraduate education at NNMC. By challenging students intellectually and employing community-building strategies, these programs spark new interests and open dialogue to promote active learning through questioning, discovery, collaboration and exploration. We facilitate student understanding of the College's values and organizational systems and help 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 interwoven 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. Moreover, faculty development needs are identified in monthly meetings convened by the Provost, including academic directors, chairs, and deans. Needs are prioritized by chairs and deans at the departmental level, and by the Provost for academic affairs. 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 mission. We encourage our faculty to connect academic concepts, skills, and dispositions to real life. Opportunities for connecting theoretical to practical knowledge exist in academic coursework, student government, clubs, service learning projects, extramural research internships, and national honor societies. An example of this can be found in the Engineering requirement that students complete 100 hours of community/college service. Many students earn these hours by participating in extracurricular activities such as student associations, student chapters of professional associations, extramural research internships, and participation in conferences. Students in the RN to BSN program develop and implement a service learning project in the Community and Global Health I & II classes. Students enrolled in the Associate Degree Nursing Program participate in flu-shot clinics at area hospitals and offer a “self-care” event on campus. Students in the College of Education participate in and support local school events (e.g., volunteering as judges at science fairs, student teaching, etc.). Students, thus, provide service to the community while they practice and demonstrate proficiency in academic skills.

Core Component 3E2

The Student Senate, responsible for organizing student activities, receives funds from the VP of Academic Affairs to help institute clubs and organizations. Student organizations and clubs exist in Biology, Cosmetology, Dance, Drama, Engineering, Environmental Science, Fiber Arts, Literary Arts, and Nursing. Students in Business participate in VITA and Business Professionals of America to promote leadership training and assist families with tax preparation. Our National Science Foundation’s Research Experience for Undergraduates affords year-round, paid internships with Los Alamos National Laboratory researchers. Professional development is offered in each academic unit. Students with a GPA of 3.5 or higher are eligible to become lifetime members of Phi Theta Kappa, an organization focused on leadership and community involvement.

1P17 Measures of preparedness

Northern determines how graduates meet learning and developmental expectation standards through the inclusion of undergraduate curriculum common learning objectives in their syllabi. Northern also looks at program pass rates, end of program surveys, employer surveys, graduate surveys, enrollment, retention and graduation rates. Program-specific evaluations, such as in Nursing, conduct ongoing evaluation through a Systematic Program Evaluation Plan or specific student portfolios or capstone projects. State and national licensure exams in specific programs such as Nursing 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. 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 institutional assessment, which outlines assessment-related roles and responsibilities for faculty, staff, and administrators, as well as an annual assessment cycle that has been active since 2007.

The Office of Assessment oversees 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. In response to the appraisal of our systems portfolio in Fall 2009, we revised our institutional assessment plan to coordinate six overlapping processes that are reported in annual assessment summaries in WEAVE Online and include program outcomes, assessment measures, findings, data analysis, and feedback loops/improvements:

1. **Academic program assessment:** designed and implemented by faculty to include all programs
2. **General education assessment:** designed and implemented by members of the College's General Education Committee to include student learning outcomes in each program area
3. **Co-curricular assessment:** designed and implemented by members of the Co-Curricular Assessment Committee to include student learning outcomes in co-curricular contexts
4. **Institutional assessment:** designed and implemented by the Student Learning Achievement Committee to include a program assessment rubric and 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.
5. **Program review:** coordinated by the Provost's Program Review Committee
6. **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.

Altogether, the six interwoven assessment processes include multiple feedback and reporting requirements designed to strengthen reflection and program improvement efforts across the institution.

The student learning outcomes assessment is the responsibility of Northern's faculty, GEC and CLASS. The CLASS committee evolved from prior committees in Fall 2014 and includes a member of the Academic Planning Committee, thus creating a link between efforts of various stakeholders that will provide better inter-office communications and strategies for support. The CLASS committee is open to faculty members from each of the five colleges and departments at Northern. The IR office and the DE department are also represented, and both provide analytical and technological support. The Provost is committed to assessment and champions the Strengthening Assessment campaign and action project. Staff and faculty attend workshops with the purposes of identifying assessment tools and techniques; evaluation of these workshops has identified gaps and challenges to be addressed by future training. Workshop evaluation surveys demonstrate training efforts have been successful in assisting faculty to identify and implement classroom-based assessments aligned with identified college-wide learning outcomes. College-wide SLOs have been integrated into course syllabi and corresponding assessment tools are being developed.

RESULTS

1R1 Measures of student learning and development

We analyze quantitative and qualitative data on student performance: enrollment; retention and persistence data for 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 analysis of: writing samples; assignments; performances; portfolios; licensure exams; capstone projects; passage rates in developmental writing and math; GPA's of lower-level students in our Bachelor's programs; and exit surveys. In compliance with the AGA Quarterly Reporting for NM Public

Universities, results for our retention and persistence data for first-time College students are reported annually to the NM CUP, the NM DFA, and the NM LFC. Tables 1.2 and 1.3 demonstrate our term-to-term persistence and year-to-year persistence, respectively.

Table 1.2: Retention 2nd Semester		Fall 09-Spring 10	Fall 10 - Spring 11	Fall 11-Spring 12	Fall 12-Spring 13	Fall 13-Spring 14	Fall 14-Spring 15
% first-time, full-time degree-seeking students	Target	80	80	80	80	80	80
	Actual	78.5	72.0	71.0	74.0	68.5	81

Table 1.3: Retention 3rd Semester		Fall 09 - Fall 10	Fall 10 - Fall 11	Fall 11-Fall 12	Fall 12-Fall 13	Fall 13-Fall 14	Fall 14-Fall 15
% first-time, full-time degree-seeking students	Target			66.5	66.5	66.5	66.5
	Actual	55.4	54.0	61.0	55.0	39.0*	

*Note: decreases in enrollment greatly affect cohort size and percentages. Increased retention efforts positively affected 2nd semester retention and are expected to positively affect 3rd semester retention.

1R2 Common learning objectives results

The figures below demonstrate the enrollment and success (2009-2014) in the various Common Core Areas. This information helps to determine where students need more support so that we can respond with more intensive tutoring, advising, and appropriate support services. Please see Figures 1.2-1.6.

Figure 1.2

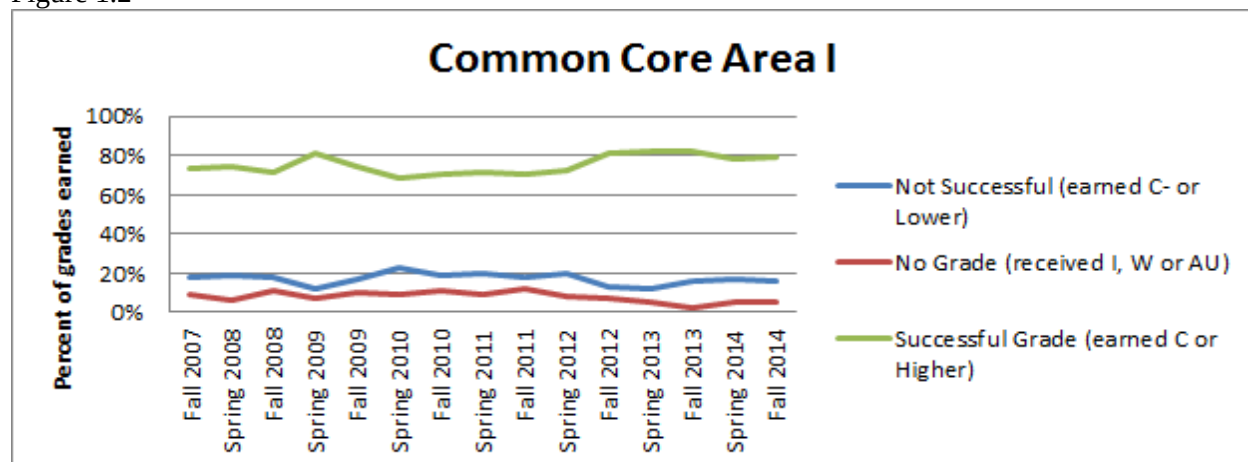


Figure 1.3

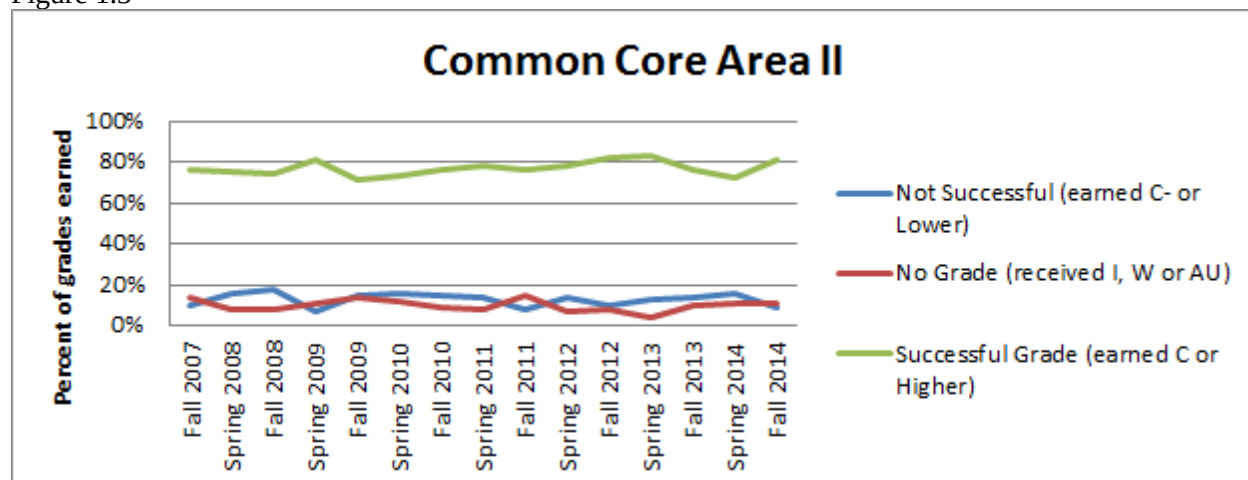


Figure 1.4

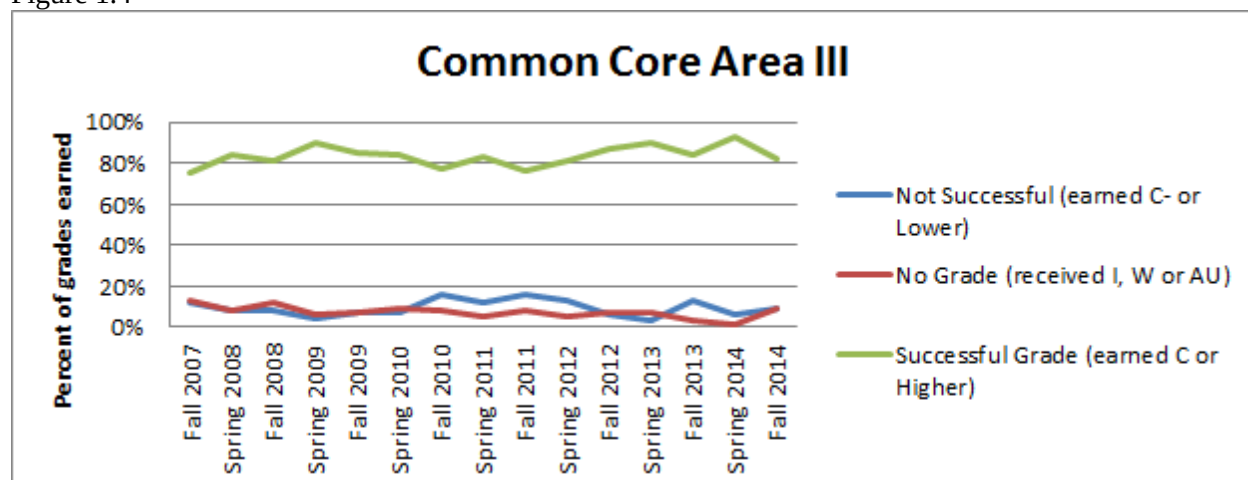


Figure 1.5

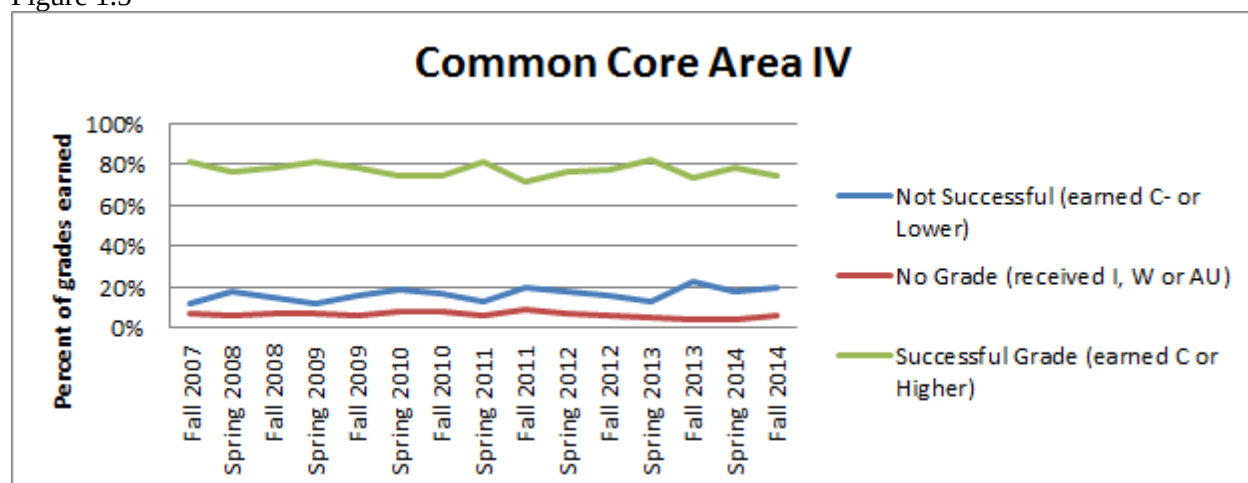
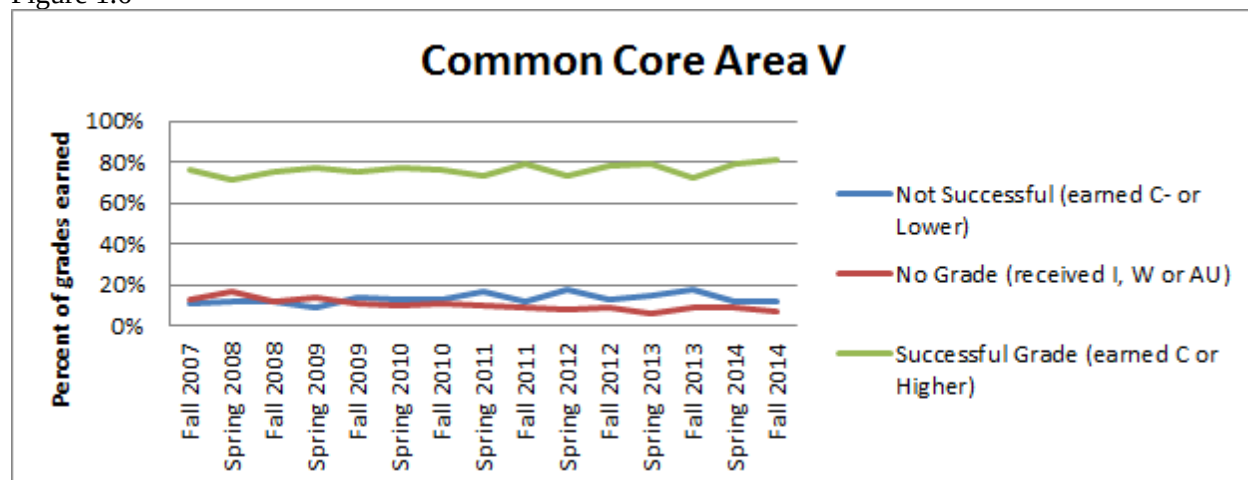


Figure 1.6



1R3 Specific program learning objectives results

Performance results vary by program as each program has developed learning objectives 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 programs, as well as each career and technical program, have an approved assessment plan and document results based on their learning outcomes using WEAVE online. Below are three examples of results for specific program learning objectives.

Nursing Learning Objectives

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

Table 1.4: Example from ADN End of Program Student Survey - Program Outcomes				
Rate (Strongly Disagree=1 to Strongly Agree=5)	Average Spring 11 (n=26)	Average Spring 12 (n=14)	Average Spring 13 (n=15)	Average Spring 14 (n=12)
I demonstrate caring behaviors toward the client, support persons, peers, colleagues, and self.	4.4	4.5	4.53	4.33
I collaborate with members of the healthcare team to ensure continuous and reliable care.	4.28	4.36	4.53	4.33
I integrate the ethical use of informatics into clinical practice	4.32	4.29	4.53	4.25
I apply quality improvement concepts through assessment, reflection, and personal improvement.	4.32	4.36	4.53	4.33

Engineering Learning Objectives

The College of Engineering and Technology measures student outcomes in lower and upper division courses. The data is aggregated to measure the overall level of attainment of student outcomes. For 100 and 200-level classes, the Department assigns one point if the level of attainment is marked as “Target in progress” and two points if the level of attainment is marked as “Target met.” For 300 and 400-level classes, the Department assigns two points if the level of attainment is marked as “Target in progress” and four points if the level of attainment is marked as “Target met.” An example of this assessment process is illustrated below:

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

Table 1.5. Level of attainment of student outcome 1

Code	Name	Assessment Method/Activity				
		Exam	Quiz	Hands-on Lab	Simulation Lab	Project
EECE 231	Intermediate Programming			In progress (1)		
EECE 238L	Computer Logic Design	In progress (1)		Met (2)		
IT 250	Introduction to Databases	Met (2)				
EECE 329	Human Computer Interaction			Met (4)		
IT 350	Database Management	Met (4)	Met (4)			
EECE 355	Web Engineering			Met (4)		
EECE 440	Advanced Computer Networks			Met (4)		

$$\text{Level of attainment of Outcome 1} = \frac{\text{Points achieved}}{\text{Maximum points in outcome}} = \frac{26}{28} = 0.93$$

1R4 Evidence of knowledge and skills

Program licensure pass rates evidence that students completing our programs have acquired the knowledge and skills required by our stakeholders.

Table 1.6: Licensure Pass Rates

	2012 Graduates	2013 Graduates	2014 Graduates
Program	% Passed	% Passed	% Passed
Nursing LPN	94.4	100	76.9
Nursing RN	64	89.47	52.4
Education	100	100	N/A

1R5 Process results

Reorganization of Advisement: Student advisement is an important initiative for NNMC. The College currently has an Advisement Center staffed by a Director of Advisement, three full-time Academic

Advisors, 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 in Spring 2013 and will be measured through baseline/control semesters from previous academic years by course section, FTAC/FYE cohorts, and cohorts of students with over thirty credits completed. Altogether, the measurable cohorts comprise a total of 1,038 students served through the Advisement Center.

Tutoring Data: The Student Success Center started implementing Supplemental Instruction after midterms in Fall 2012. Tutoring is now offered in the Math Learning Center and online. Online tutoring was revised in Fall and Spring 2014 to respond to students' work schedules by offering late night hours (after 5 pm).

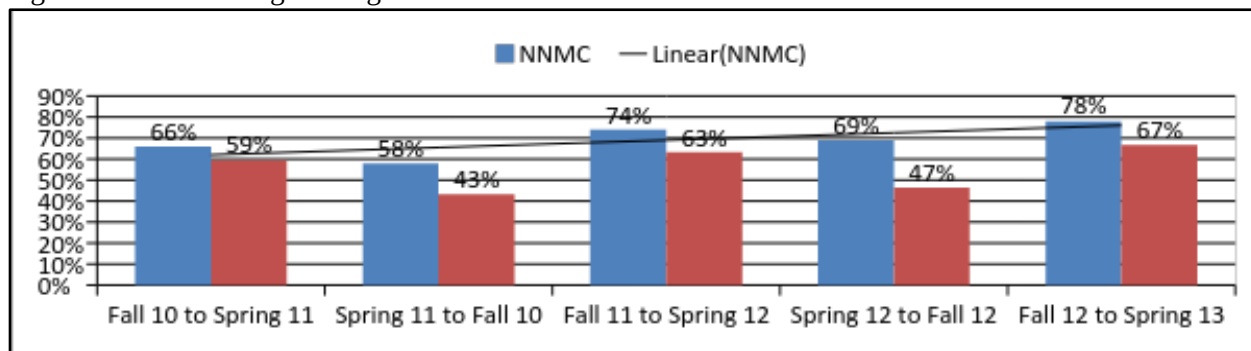
Library Services: The Ben Lujan Library was recently expanded to more than 15,000 square feet and now includes 60 new computers and improved service desks to better serve the students and faculty who utilize the library's significant breadth of available resources. The Library houses more than 47,000 monographs (volumes), 200 of which are part of the "special collection" for 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 Library provides on-site reference services 70 hours per week while classes are in session.

The new addition contains 7 private study pods and 3 additional study rooms, an updated bibliographic instruction room to provide guidance for information literacy by professional librarians in different information seeking methods. As part of the revisions to the General Education Core Curriculum adopted beginning Fall 2015, LT 101, Introduction to Library Research, has been incorporated into the curriculum for the FYE 101 (First-Year Experience Course and will no longer be required as a stand-alone degree requirement. In doing this, NNMC aims to provide all first-year students with instruction in basic information literacy and library research during their first college semester. A Math Center Ambassador program was created in Spring 2014 to disseminate information by visiting classrooms the first day of courses and a Math Library was created in Spring 2014, offering access to current textbooks and solutions manuals.

Mandatory Advisement: Northern engages best practices in support processes individualized for each academic department. 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 Engineering initiatives, retention has increased and other academic departments are exploring similar models.

Figure 1.7 is a graph demonstrating an increase in student retention in the College of Engineering after implementation of the continuous improvement initiative and Mandatory Advisement with incentivized pre-registration events and increased accessibility to advisors.

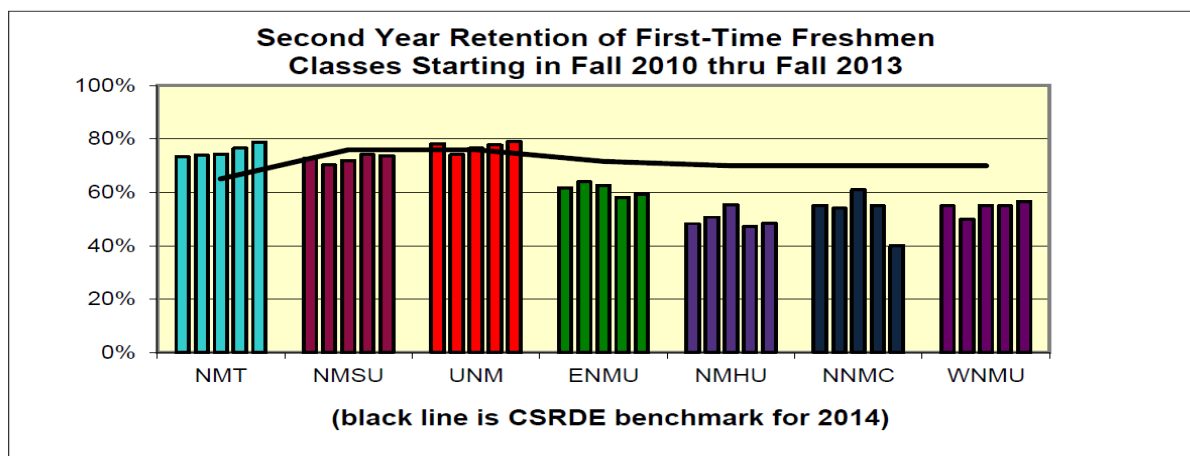
Figure 1.7: NNMC Engineering Student Retention



1R6 Comparisons

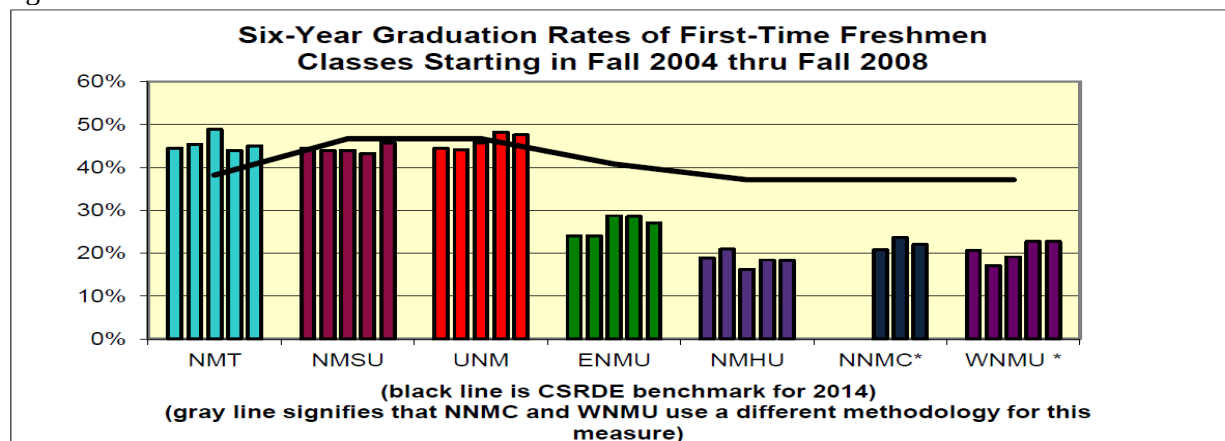
As mentioned in the CUP Performance Effectiveness Report (<http://nnmc.edu>), the persistence of first-time freshmen to the second fall semester varies slightly for all universities from year to year. Open-door admissions policies at the comprehensive universities help explain the difference in their 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). Research universities are at or near their CSRDE benchmark; the comprehensive universities are slightly below. All universities have goals to improve student retention.

Figure 1.8: Second Year Retention Comparison



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). Graduation rates of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years.

Figure 1.9: Six Year Graduation Rates



* NNMC and WNMU include associates and certificate awards in their graduation cohorts.

Similarly, we report our licensure pass rates in comparison with our peers, as demonstrated for LPN and RN licensure pass rates in Table 1.8.

Table 1.8: Licensure Pass Rates in Comparison with Peers

SCHOOL	2011	2012	2013
NM State University-Carlsbad-LPN	100	100	100
Northern NM College-LPN	94.44	100	76.9
Pima Medical Institute-Albuquerque-LPN	100	87.5	83.3
NM State University-Carlsbad-RN	82.61	94.44	84
Northern NM College-RN	64	89.47	52.4
Pima Medical Institute-Albuquerque-RN	63.04	80.49	60.4

IMPROVEMENTS

111 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 an explanation of how it serves high school redesign in northern New Mexico. Topics include admission, registration, placement testing, prerequisite policies, and procedures. Participants include the NM PED and the NM HED. Over 60 participants were invited.

Statewide Advisement Conference, Spring 2013: The NMAAA is a non-profit group that supports professional development and advocates for postsecondary academic advisors in New Mexico. More than 100 academic advisors and staff from higher education institutions around the state attended the 2013 NMAAA Conference at Northern. The conference focused on student success and retention and included

15 workshops, five of which were led by Northern staff. 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 hosting 75-100 local middle school students on the Northern Campus for one or two day STEM-based sessions with interactive activities and lessons facilitated by Northern faculty (e.g., *Drawing Chemical Isomers*, *Marshmallow Catapults*, *PV Solar*). About 1,000 local middle school students benefit from the activities in a typical academic year.

Student Course Evaluations: During Spring 2015, the following colleges successfully deployed student evaluation surveys: the College of Engineering and Technology, the College of Business, the College of Education, the College of Arts and Sciences, and the College of Nursing and Health Science. The Center for Distance Learning in conjunction with the Director of Institutional Research began conducting end of semester student evaluation surveys via Blackboard for online courses. The goal of this project is to provide a more detailed reporting mechanism for gathering student evaluation data as it relates to courses offered at NNMC via online, hybrid, or traditional courses using Blackboard.

Improve Academic Degree plans (60/120): The College has responded to a state initiative to reduce the number of credit hours required for students to complete their degree. The general education committee championed this effort and worked with each program to examine degree requirements and reduce requirements for associate degrees to 60 credit hours and bachelor's degrees to 120 credit hours.

Alignment of academic plan priorities: The Academic Planning Task Force at Northern was established in May 2013 led by the deans of the Colleges of Engineering and Nursing & Health. This collaborative process, built on Northern's mission, vision, values and strategic goals, engaged a large, representative group in meaningful discussions through a variety of venues (surveys, focus groups, faculty-led conversations, department meetings, etc.). The objectives enhance engagement across the institution to develop a list of essential academic priorities for Northern to address over the next five years, accompanied by specific objectives and timelines for doing so. The Academic Planning Task Force identified 13 College-wide recommended priorities (discussed in Category 8) and nine academic priorities specific to academic units identified.

Table 1.10: Sample of Academic Priorities and Status

Priority	Status
College of Business Administration: achieve ACBSP national accreditation for BA degree by 2015. Add 1 PhD faculty	Hired qualified faculty in 2015 and accreditation granted May 2015
College of Business Administration: provide funds for equipment updates and classroom space	New building assigned to department. Perkins grant funds awarded
COE: Rebuild and reorganize the COE to prepare for NCATE	Hired new dean and 3 faculty members
College of Engineering and Technology: need funds and support in the merging with the former CTE division	Funding was allocated for CTE programs. Department renamed college.
College of Engineering and Technology: develop a new bachelor's in electromechanical engineering	Received approval from HED. HLC approval pending.

1I2 Culture and infrastructure support

As mentioned in our Institutional Overview our Academic Division has developed a five-year Strategic Plan. This strategic plan identifies specific goals 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. The accrediting agencies have defined targets and benchmarks as determined by industry Standards for Excellence.

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

Northern currently designs and operates the following non-instructional entities on campus: athletics, research, an endowment-building Foundation, community enrichment, and continuing education. El Rito operations (2013 System Portfolio) were minimized as a result of data-driven decision making. Our efforts to compliment student learning through non-instructional processes have been modified as a result of a systematic approach to collecting assessment data that has provided better insight into faculty and staff needs and clarity of decision-making, support in planning and identification of areas that need change and improvement. Although many key non-instructional processes are in place to serve external stakeholders and contribute toward achieving our major objectives, fulfilling our mission and distinguishing Northern from other institutions, we have narrowed our focus to two key processes: The Athletics Program & Northern's Foundation.

El Rito operations (2013 System Portfolio) were minimized as a result of data-driven decision making.

The Athletics Program at Northern is in alignment with our Statement of Purpose as it “***provides opportunities for the intellectual, aesthetic, and cultural needs of students and the community by scheduling activities and services to further those needs.***” The athletics program provides activities (such as college games, barbeques and community outreach events) for students and the community alike. The athletics program contributes not only to institutional recruitment efforts but also to the development of both out-of-state and in-state, local, student athletes. The athletics program supports the College in achieving its mission of offering students an opportunity to earn a college degree. Northern sports teams give students a sense of community and belonging, help students stay engaged on campus and keep them focused in class. Athletics requires students to take a minimum number of required courses each semester, supporting student retention and keeping athletes on-track to graduate.

The Northern Foundation is aligned with another Statement of Purpose: “***provides adequate organizational and support services to meet students' needs and to maintain integrity and quality in its educational offerings.***” Over the course of 20 years, the Foundation's Scholarship Endowment Funds have grown to over \$3M. Northern has granted \$1.2M in scholarships to over 1,000 students. The endowments ensure access to higher education for students from throughout northern New Mexico and beyond. The majority of our students balance work, school and family, and scholarship support can keep students focused on completion of their education.

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

In 2008, the College embarked on a Basketball program for Men and Women and the Athletics Department became a member of the National Association of Intercollegiate Athletics (NAIA). As part of Category 2: Accomplishing Other Distinctive Objectives

our commitment to staying in line with Association standards, we pledged to expand our athletics department to comprise of six teams by 2014 and eight teams by 2015. Over the course of seven years, Northern has strategically identified programs that directly meet NAIA requirements, and are cost effective and popular among graduates from New Mexico High Schools. Northern Athletics caters to all students interested in pursuing a collegiate athletic experience.

The Northern Foundation is a non-profit 501(c)(3) corporation and has been raising funds to support scholarships and other college initiatives at Northern 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, local businesses, and community groups that are interested in furthering educational opportunities for the region. Northern's President serves as an ex-officio member on the Board. The Northern 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.

2P2 Determining non-instructional objectives

Northern New Mexico College's non-instructional objectives are determined through the College's strategic planning process and informed by stakeholders as well as NAIA standards and NNMC Foundation MOU agreements. Both programs link directly to the College's Mission, Vision and Statement of Purpose. Key performance measures are associated with each of these objectives.

The objectives of the **NNMC Athletics Program** include but are not limited to the following:

- To comply with and adhere to NAIA standards;
- To support student recruitment and completion;
- To build community, diversity, and engagement on campus;
- To encourage scholarship, sportsmanship, fair play, and a sense of responsibility among all student athletes, students, faculty and staff members at the institution;
- To assist NNMC men and women with athletic abilities to make normal progress in their degree programs with appropriate academic counseling, advisement, and support;
- To develop an Athletic Department recognized for its leadership as an ethical, non-discriminatory, and well-managed department
- To maintain an intercollegiate athletic program befitting a significant state four-year institution
- To meet the athletic needs of a diverse student and faculty community;

The objectives of **Northern's Foundation** include but are not limited to the following:

- To offer scholarships to students based on merit and need
- To fund special projects to support teaching and learning
- To build the endowment in support of the College
- To provide responsible stewardship of these funds
- To develop ongoing relationships for the College
- To increase private support

The Athletic Department has a cadre of external stakeholders including potential students, families of students, alumni, fans, and adjunct faculty in the Health, Physical Education, and Recreation (HPER)



course area as well as interested external partners of the College. These stakeholders include families whose students use the facilities during summertime (e.g., those involved in National Youth Sports Program/NYSP activities), College students and staff who use the athletic facilities for personal physical training, and the athletic facility staff tasked with programming, marketing and promotion to involve as many college and community members as possible in the organized activities of the Athletic Department.

Northern's athletic philosophy is to produce true winners, a philosophy that will carry the individual through their life. Our goal is to assist the student athlete in attaining their greatest potential in body, mind, and spirit. The athletic experience provides a dynamic growth process for learning, discipline, teamwork, leadership, loyalty, cooperation, and mutual respect. The athletes' preparation for life is more important to the coaches than win/loss records and championships. Student-athletes at NNMC understand that it is a privilege to participate in College athletics. They also must understand that, along with the privilege of participating, all student athletes also accept the responsibility of being a 24-hour representative of Northern New Mexico College. The responsibility places the student-athlete in a model citizenship role behaviorally in and out of school year-round. Northern holds its student athletes to a higher standard than the student body as a whole.

The College's President, Director of Student Life, Athletic Director, and the Athletic Director's Committee (Athletic Director, Head Coaches and Trainer) administer the Northern New Mexico College Athletic Program. A Faculty Athletic Advisory Committee serves as the liaison between faculty and the athletic program.

In 2012, Northern met with administrators from Adams State University (ASU), a benchmark University that proved instrumental in advising our administrators with strategies to help add new athletic programs. ASU advised us to consider a comprehensive study, conducted by 13 different NCAA Division II Universities and Colleges throughout the US (The Hardwick-Day study, 2008), which encouraged institutions to increase enrollment by adding competitive sports to un-recruited athletes. Instead of targeting athletes rated 1, 2 or 3 in the state, this study recommends targeting athletes rated numbers 5-10 who did not receive an athletic scholarship. Under this model, our men's and women's basketball is financially supported by the College (with scholarships and travel/equipment budgets) while the enrollment-based sports (golf, cross country, JV basketball and cheer) pay a coach and take responsibility for raising money to create a budget for travel equipment and other athletic needs.

Northern's Athletic Director, staff, faculty, students and local high school students, administrators and community members advocated for the implementation of a golf program for the growing number of High School Golfers. After two years of gathering data to assess the feasibility of a golf program, the case for a golf team was presented to and approved by the Board of Regents. Northern fielded a men's and a women's golf team in the 2012-13 school year. One coach, representing both teams was recruited to lead the task of building Northern's golf program. Over 20 golfers have participated in the women's and men's golf programs since 2013. Both teams have contributed toward the enrolment-based sports program. The athletics department added men's and women's cross-country, men's and women's JV basketball and cheerleading to the NNMC intercollegiate athletics opportunities in 2014. The development and implementation of these programs were included in the Athletics Department Strategic Plan. Following the plan derived from the NCAA Division II Hardwick-Day Study, the enrollment of student athletes has

risen from 20 student athletes to nearly 100 from 2010 to 2014. Since 2009, students from the U.S., France, Serbia, Mexico, Cameroon, and Egypt have all participated in Intercollegiate Athletics at Northern. The Athletics Department acts as a delegation of students from various backgrounds and ethnicities, becoming a trendsetter for diversity and equity within the college setting.



Northern New Mexico College Foundation — The Foundation’s mission is to increase, manage and distribute resources for the benefit of the students, college and community. Foundation objectives include but are not limited to: growing funds that support NNMC students through scholarships and other awards; stewarding donor relations; managing complex data related to gifts

and other revenue to the Foundation; growing the network of relationships on campus to collaborate with the Foundation; building resources for the college; administering annual scholarship programs; producing major fundraising events such as the Annual Gala; cultivating new donors to the Foundation; contributing to the marketing and messaging of NNMC’s accomplishments; and helping to celebrate the success of Northern alumni. 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, including oversight of the Director’s role and responsibilities and management of the Foundation’s finances.

The Foundation’s Scholarship Endowment Funds have grown to over nearly \$3 million dollars. The endowments are an additional way to ensure access to higher education for students from throughout northern New Mexico.

The Foundation builds connections with NNMC alumni to increase College support and recruit potential donors. The Alumni program provides graduates with a way to maintain contact with each other, to share news, successes and opportunities, and to support the interests of the College. Northern has formed an active committee to help analyze historical records, solicit responses from committee members, and solicit feedback from students and graduates to determine what activities (e.g. commencement; graduate outreach; alumni pins; alumni directory; summer mixer; alumni profiles in media) would be of benefit to alumni and to act on those findings in a timely and meaningful way.

2P3 Communicating expectations

The College communicates its expectations regarding Athletics and the Foundation through multiple print and electronic media, advisory council meetings, board meetings, faculty meetings and structured committee meetings.

Athletics: Northern New Mexico College, a member of the NAIA, is responsible for ensuring 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 athletics and in academics, we seek the highest standards of ethical conduct and, thus, follow NAIA rules. The athletics web page references the NAIA rules that apply to these “athletic representatives”. All applicable situations not covered in this document can be accessed at (<http://www.goeaglesonline.com/compliance.htm>) and additional questions can be directed to the Athletic Director.

NNMC Foundation: Donor, scholarship and alumni information is made available on the [Foundation’s webpage](http://nnmc.edu/wordpress/?page_id=4479) (http://nnmc.edu/wordpress/?page_id=4479).

Donor Impact and Information: The Foundation seeks to engage new donor support through direct contacts, exploring the networks of Board members, administration, faculty and other donors. Students apply for scholarships by following the guidelines advertised widely on campus and on the Foundation and the College's website. The Foundation aims to leverage existing resources to amplify all gifts for the greatest possible social impact. In 2015, the Foundation was able to award scholarships to 70 percent of the 100+ applicants, enriching the learning experience for Northern students. All gifts to the Foundation are made in accordance with the Foundation's Gift Acceptance Policy (1000 Policy Series) and administered in accordance with the donor's wishes (e.g., in honor or memory of an individual). All gifts are tax deductible according to IRS guidelines and can be donated in various forms. See Table 2.1

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.
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/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. General scholarships open to all students are offered for all disciplines. Universal application packets are available online. Incomplete or late applications are disqualified. A complete application includes: a personal statement; two letters of recommendation; transcripts (official current high school, college, or GED transcript.); faculty progress ranking; complete Expected Family Contribution (ECF) in the Free Application for Federal Student Aid (FAFSA) application. All forms can be downloaded from the [Foundation website](#)

Eligible applications are reviewed and scored by a Scholarship Review Committee that consists of Foundation Board members, donors, Northern faculty and staff, community members, and former

Category 2: Accomplishing Other Distinctive Objectives

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: In 2015, the Foundation Office convened its Alumni Association Planning Committee toward the establishment of a formalized Alumni Association. The association aims to create a web-based network that allows alumni to remain connected to Northern.

The Athletics Director and Foundation Director report on the progress made toward meeting their objectives in a bi-monthly report to the President's Cabinet. Reviews and updates on Athletics and Northern's Foundation are also reported periodically to the Board of Regents.

2P4 Assessing appropriateness and value

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

2P5 Determining faculty and staff needs

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

The Athletics Department routinely evaluates the viability of the program and its future, and further defines processes that will allow for more input from the College and other stakeholders on creating a responsive and productive Athletics Program. Monthly meetings comprised of staff, community members and administration allow the Athletics Department to manage the growth, maintain the budget and continue to work towards fulfilling the mission of the College. In 2013, Northern proposed to add Men's and Women's Cross Country, JV Basketball for men and women and Competitive Dance/Cheer. This idea was supported by the Hardwick Day Study, which encouraged enrollment-based sports that minimize expenditures while providing more sports programs.

Northern's Foundation: Northern's President serves as an ex-officio member on the Foundation's Board. As mentioned in 2P2, the relationship between the College and the Foundation has been formalized in a Memorandum of Agreement that underscores the roles and responsibilities of each entity. The College is responsible for managing the day-to-day operations of the Foundation Office. Including oversight of the office's Director and the management of the Foundation's finances.

As a member of NNMC staff, the Foundation Director actively participates on committees and ascertains faculty and staff needs relative to the Foundation objectives and operations. To accomplish this, we cross reference the mission and objectives of the Foundation with those of the faculty and staff identifying the greatest needs of the College, and look for ways our efforts can intersect for collaboration toward a common good. This is done through regular meetings, conversations and outreach.

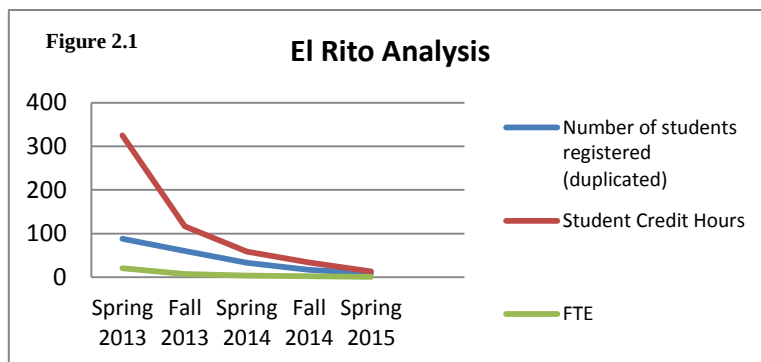
Student, Staff and Faculty opinions and feedback are collected on an annual basis using surveys. The results are communicated and shared with the College community and the Foundation. Results are also posted on the IR Surveys webpage.

2P6 Incorporating feedback

Both of our key non-instructional processes are subject to an annual Student Opinion Survey and Staff and Faculty Survey. Results are shared with the Athletics department and the Foundation to be used in strategic planning and with stakeholders and advisory groups. In a recent survey, students indicated that they were unaware of the Foundation's scholarship application process. Staff and faculty also expressed that students were often reluctant to apply because they had to write a "personal statement" as part of the application process. After discussing these results with the President's Cabinet, together the Foundation and IR are exploring ways to improve promotion and visibility of the application process for these scholarships and directing students to the Foundation scholarship application webpage after the online student opinion survey has been completed. Another example of how we modify our objectives based on faculty and staff needs is the Athletics Department's adjustment to offer enrollment-based sports, which minimize expenditures while providing more sports programs.

Both of our key non-instructional processes are subject to Institutional Budget Reviews (See Category 5). Athletics and Northern's Foundation adjust their objectives and processes according to budget priorities and other institutional priorities and co-create work plans that meet certain matrices with the end goal being the creation or increasing available resources to specific faculty, departments, projects and students.

Following an analysis of student enrollment and student credit hours (see above), the administration has elected to centralize its resources on the Española campus by moving all existing instruction from the El Rito campus. The migration of programs from El Rito has happened gradually since the establishment of the Española campus in the 1970s. In 2015, the Board supported the relocation of the College's existing two programs which are offered as continuing education courses.



The El Rito campus will remain open to conferences, academic retreats, public gatherings and as a host site for research expeditions. The College will continue to work with regional and national partners to maximize the use of the El Rito campus while sustaining its availability to the community for recreational purposes. The College has also drafted an MOU in partnership with the Northern New Mexico Normal School Alumni Association which articulates the association's use of various facilities and the College's commitment to preserving the rich history of the campus.

RESULTS

2R1 Measuring Success

We collect and analyze the following measures on a regular basis in an effort to assess Athletics accomplishments: athlete retention; Booster Club member count and amount of participation in Booster

Club activities; student athlete GPA and graduation rates; 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; attendance at games; and the number of people who visit and use the athletic facilities.

We collect and analyze the following measures on a regular basis in an effort to assess Foundation accomplishments: number of students awarded scholarships each year; 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; student satisfaction; retention rates, scholar GPA, scholar graduation rates; and survey results on scholarship award improvement.

2R2 Performance results

Athletics aims to comply with and adhere to NAIA standards. As a member of the NAIA, NNMC athletes must meet eligibility requirements as determined by NAIA. Freshmen must meet two of the three criteria: a 2.0 GPA, rank in top 50 percent of their 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. Examples of the results are as follows:

Chart 2.1
I. Student Athlete Average GPA

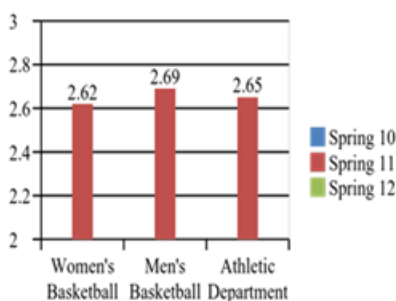


Chart 2.2
I. Student-athletes w GPA above 3.0

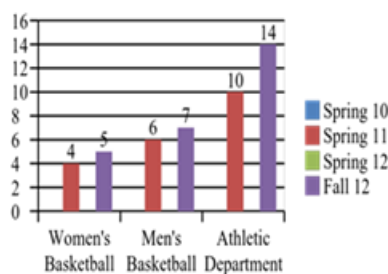
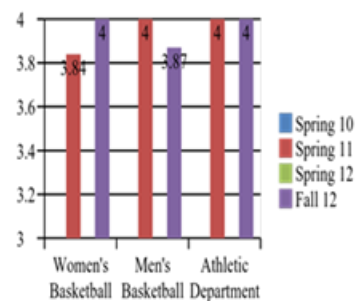


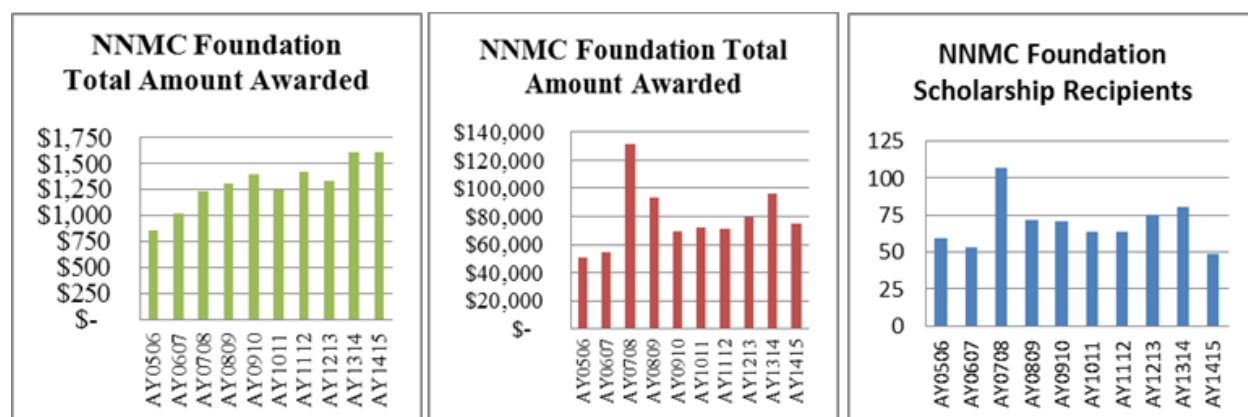
Chart 2.3
I. Student Athlete Highest GPA



Athletics aims to support student recruitment and completion. Under the Student Right to Know Act, Northern reports the graduation rates for students receiving athletic-related student aid. The NNMC Athletic program's first cohort has until 2016-17 to graduate. Percentages provided are preliminary.

Table 2.2: Basketball	Cohort 10-11	150% Grad rate*	Cohort 11-12	150% Grad rate*	Cohort 12-13	150% Grad rate*	Cohort 13-14	150% Grad rate*
Women's	16	19%	18	17%	15	7%	12	8%
Men's	18	11%	17	18%	16	19%	18	17%

The Foundation aims to offer scholarships to students based on merit and need: Since 1995, the Foundation has awarded \$1.2 million in student scholarships. See charts 2.4, 2.5 and 2.6.



The Foundation aims to build the endowment to support the College: Its endowment has grown to over \$3 million. In 2012, the Foundation allocated \$114,000 to support the following priorities of the institution: College sponsorships; legislative activities; statewide General Obligation Bond election; and purchase of a donor database. As a result of the Foundation's \$114,000 allocation, the College has secured \$2.1 million in revenue and that additional revenue has positioned the Foundation for more success.

2R3 Comparisons

Athletics: As a member of the NAIA, our NNMC athletes must meet eligibility requirements as determined by NAIA. A total of 60,000 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 online Eligibility Center. The NAIA Eligibility Center determines the academic and athletic eligibility of all prospective student-athletes and supports comparative data. It delivers on the NAIA's larger promise of integrity by ensuring not only inbound eligibility but a level of fairness among competitors.

Adams State University implemented the strategies promoted in the Hardwick-Day study into their athletic program in 2011, targeting student athletes that were willing to pay their own tuition, help the team fundraise and represent the University against other universities around the country. By 2014, ASU's enrollment of student athletes more than doubled. The addition of over 200 athletes not only increased geographic and ethnic diversity on campus but also increased enrollment and generated over \$6 million dollars of new revenue. Given that Northern, a college the size of most NCAA Division II institutions, aims to increase enrollment, support campus culture and provide opportunities for students to participate in athletics, the advisory team decided to implement the strategic plan developed by the Hardwick-Day study in 2013.

In 2009, Northern's athletics operated on a budget of \$350,000 for 20 athletes. Currently, athletics operates on a budget of just over \$500,000 for over 90 athletes. The first 20 athletes brought in \$28,000 in tuition and fees to the institution. In 2014, our 90 student athletes brought in \$373,320 in tuition and fees to the institution. According to the Hardwick-Day model, institutions with more than 115 student athletes are most successful with regard to enrollment and fiscal responsibility. Once institutions meet the 115 participants, the cost-benefit analysis report an equilibrium. Northern has thus identified a target goal of 120 student athletes and expects to reach that goal in 2015. Essentially, Northern's athletics will help pay for itself, provide students opportunities, and create jobs and opportunities along the way. The increase in the number of students holds promise for not only monetary but also cultural gains to the College.

Foundation: In partnership with the College, the Foundation Office's infrastructure is on solid footing and poised 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 discuss strategies and comparisons with other foundations and establish goals for the upcoming year. The findings from that retreat have informed strategic planning to date. As we continue to build and develop our Foundation, we explore comparative data and institutions with similar non-instructional processes. These include other foundations in- and out-of-state of similar size and scope; and trends in philanthropy provided by agencies such as Giving USA; CASE and others.

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. The athletics department also offers 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 National Athletic Training month. The department also extended 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 volunteering for the 5th Annual President's Golf Tournament. The Athletics Department strives to increase opportunities for local area athletes. Currently, the team rosters are comprised of 22 local area athletes from 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 relationships with our communities and regions of service: The Annual Foundation Gala and the Annual President's Golf Tournament. These events are highly publicized and include recognition of scholarship recipients and donors, and opportunities for the two to come together along with staff, faculty and administration. In-kind donations are auctioned off and student scholarship and achievement is highlighted at the Annual Foundation Dinner event.

IMPROVEMENTS

2I1 Improvements

The NNMC athletics department was launched in 2007. The Northern Eagles began their first competitive men's and women's basketball seasons in 2009. Northern added competitive golf in 2013 and competitive cross country, JV basketball, and cheer/dance in 2014. Northern currently offers a total of nine sports: Athletics has established the Basketball Program as a regular and ongoing program of the College, and has established routines and procedures for community relations, advertising (e.g., use of Canal Seis, website, etc.) and encouraging participation by local athletes in the College programs.

The Foundation has provided assessment of the student scholarship application and revision of the application process in response to concerns expressed by students and faculty. A robust campaign is underway whereby the Foundation has created fundraising partnerships with all major Academic Affairs stakeholders including the College of Business, College of Nursing, Equity & Diversity Office, Biology Department, Northern's President, and others. Foundation Board recruitment and development has been

successful and continues to grow. Finance and gifts processing management continues to be examined and stewarded.

In 2015, the Alumni Association Planning Committee convened to develop projects such as an Alumni Association Charter, social events, collaborations with the historical El Rito graduates' Alumni Association, a database of Northern Alumni, robust outreach to the greater Alumni community and more. The Foundation has continued in its leadership role in this endeavor by partnering with Alumni leaders on and off campus to grow relationships that will ultimately benefit students, the College and the community at-large. It is the goal of the Foundation to act as a catalyst and institutional liaison between Alumni officers, Association members and the College.

2I2 Culture and infrastructure support

As mentioned earlier, the directors of our two key non-instructional processes also serve on oversight and advisory councils. They each work closely with administration as well as faculty. Both non-instructional processes are included in strategic planning and budgetary reviews and assessments. Both programs undergo performance evaluations and present progress and targets to the President and Board of Regents. We cross-reference the mission and objectives of the Foundation with those of faculty and staff, and look for ways our efforts can intersect for collaboration toward a common good. This is done through regular meetings, conversations, outreach and strategic planning sessions.

AQIP Category Three, UNDERSTANDING STUDENTS' AND STAKEHOLDERS' NEEDS

Overview

We believe that Northern's students and stakeholders deserve the same opportunities and services that other post-secondary students in the state of New Mexico have access to. To that end, Northern is working diligently with students and other stakeholders to meet both their academic and non-academic needs by providing access to affordable, community-based learning opportunities. We conduct needs assessments and satisfaction surveys with stakeholders as well as student opinion, engagement and satisfaction surveys, and utilize this data to improve efficiency and effectiveness in meeting the needs of our students and stakeholders. In response to student and stakeholder input, we have hosted various professional development sessions, cultural activities (i.e., theatre and art shows) and have worked to improve financial aid, tutoring services and student advisement. We work closely with the surrounding communities to ensure that the educational, cultural and economic needs of the region are met.

The following *Action projects* have been implemented to meet student and stakeholder needs:

Developing Strategies to Improve Recruitment (1/1/2010)-(12/31/12)

See June 2013 Systems Portfolio for more detail

Developing Strategies to Improve Retention (1/1/2010)-(4/25/11)

See June 2013 Systems Portfolio for more detail

Defining and Developing a Comprehensive First Year Retention plan (3/31/2011)-(2014)

This Action Project employed a team consisting of key players in student support, including the Strategic Enrollment Team; Student Advisement Center; Registrar; Admissions & Recruitment Office; Institutional Research Office; Office of Equity and Diversity; American Indian Center; College Assistance Migrant Program (CAMP); First Year Experience Office; Educational Opportunity Center; and Financial Aid

Office. With the goal of increasing student retention through a comprehensive first year retention plan, the project identified and implemented the following initiatives: K-12 outreach and placement testing services; Student recruitment activities; first year advisement and inclusive advisement; New Student Orientation trainings and materials; Academic Advisement Plan with goals and objectives; Early Alert Program efforts and success; institutional advisor training; faculty advisor training; data collection and analysis; and Strategic Enrollment Management Team progress. The First Year Retention Plan activities that were developed and enhanced to support the retention of first year students have been implemented and are described in detail in 3I2.

PROCESSES

3P1 Identifying changing student needs

In an effort to identify changing needs of our student groups, we gather feedback from students through surveys, informal communication, student course evaluations, and assessments by NNMC Student Services. Results are analyzed and used to respond to changing needs. Information is processed and analyzed in many different ways through the Board of Regents meetings; standing committees such as CLASS and SEM; Executive Team, President's Cabinet, Dean's Council, department chairs and directors meetings, and AQIP Action Project teams; and standardized reports from national surveys. Student feedback is also gathered online through google.com/alerts and search.twitter.com. Basic analysis and action occurs regularly, generally at the lowest level possible. Action may involve a simple change, such as adjustment of a course delivery method to accommodate student needs.

Northern continues to explore effective ways to integrate information from multiple sources in order to build a broader and deeper perspective, and to collaborate with campus constituencies to address the results of such analysis. The Data Management Team serves as a facilitator for expanding our analyses by involving a cross-campus set of constituencies in data reviews and planning.

Alignment of divisional planning with the institutional strategic plan, and improved response to student needs at the department level drive change, whether these needs are revealed through data analyses or anecdotal information. For example, academic departments work closely with FYE to ensure adequate developmental and general education course offerings during registration: this is done by daily monitoring of enrollment in key courses, and prompt communication to the appropriate dean that these courses are full. At a more basic level, the office of the Vice President for Academic Affairs takes individual student issues that are the result of gaps in service or other situations beyond the student's control and calls together appropriate personnel to resolve the situation. To better address the historic difficulty of integrating the analysis of the varied data components, the Director of Institutional Research adopted a Datamart to enable academic departments to better analyze their enrollments and class scheduling. The campus is making progress in learning how best to use data in utilization-focused evaluation. The Director of IR collects and analyzes data (as seen in Table 3.1), to provide an evaluation report with suggested courses of action to promote continuous improvement.

Table 3.1

Measure	Assessment process and content
Dialog with the Dean, NNMC staff and faculty	Topics range from instructional needs to requests for cultural and recreational activities.
Student surveys that collect	National Survey of Student Engagement (NSSE)-2013

Measure	Assessment process and content
information regarding desired changes, needs and student satisfaction and engagement	• Noel-Levitz Student Inventory-2012 • NNMCC Student Survey-2010, 2011, 2014, 2015 (F) • 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. The Center for Distance Learning in conjunction with the Director of Institutional Research initiated a program utilizing Blackboard Learn 9.1 Learning Management System to conduct end-of-semester student evaluation surveys for Blackboard supported courses. Currently, the Center for Distance Learning is performing over 100 evaluations of online teaching in Spring 2015 as a pilot. See 3I1.
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. For example, in development of a program in Chicana/o Studies a community needs assessment has been taken out into the community by faculty. The assessment was distributed at the Congreso de las Acequias, Española Legislative Day at the State Capitol, and on campus at various events.
College website	The College website allows people to not only access campus and program information but also send inquiries, which are then routed to the appropriate person/department.
Federally-funded programs	The EOC and CAMP receive input about student support needs and course offerings.
Student Regent Appointed to Northern Board of Regents	NM state voters in 2014 to approve a constitutional amendment to create a Student Regent position on the Northern BOR.

Core Component 4C1

Northern demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs and reports these rates on an annual basis. Beyond this, we also benchmark our data 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 tailored to reflect the College’s mission, student population, and educational offerings. This Accountability in Government Act (AGA) Quarterly Reporting for New Mexico’s Public Universities contains benchmarks and targets for three specific measures: access, completion and retention. With reference to this report, Northern analyzes and reports retention, persistence, and completion rates in our

degree and certificate programs on an annual basis along with other institutions of the New Mexico Council of University Presidents: <http://www.unm.edu/~cup/>.

Core Component 4C3

The institution collects, analyzes and reports information on student retention, persistence, and program completion to the President and the College via the IR webpage. This is intended for use in planning and continuous improvement. Reports are also forwarded to the Legislative Finance Committee and Council of University Presidents to be reviewed annually by state Legislators and other stakeholders. NNMC receives recommendations and commits to making improvements as warranted by the data.

Core Component 4C4

Northern and other New Mexico 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 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. A text and email broadcast system has been developed as well. The following services build and maintain relationships with students:

Student Recruitment. Before entering NNMC, potential students are contacted by the Director and Assistant Director of Recruitment & Career Services to assist in the matriculation process.

Student Advisement Center (SAC). Students can 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. The SAC is a central clearinghouse of information about campus-wide events from academic processes to extracurricular events as well as professional and personal information.

Office of Student Life (OSL). This program promotes student participation in the Student Senate, student clubs, organizations, cultural activities, field trips, athletic events, and other activities. The program hosts social activities (e.g., ice cream socials, movies) and works in conjunction with college departments on awareness campaigns, such as Black History Month and spirituality week.

Student Success Center (SSC). Under the Developmental Studies Department, the SSC provides placement testing, tutoring, and assistance in the Math and Writing Centers and computer lab. Staff support students with learning resources and encouragement.

Financial Aid Office (FAO). As the grantors and caretakers of students' financial assistance, financial aid staff has close and supportive relationships with students. The FAO participates in outreach activities to promote financial aid literacy by conducting parent/student financial aid information nights and FAFSA completion workshops at high schools in surrounding school districts and on the College campus. The FAO staff also participate in new student orientation and registration events, and regularly

collaborate with other College departments to ensure that the students are familiar with the services and financial assistance programs available to them.

Dual Credit Initiatives. In partnership with local high schools, NNMC offers qualified high school students an opportunity to earn college credit while completing high school requirements. Dual Credit courses meet on the NNMC campus and are taught by College faculty or qualified high school instructors. Students are bussed to NNMC three times a week to participate in the Dual Credit Program. Here, students gain a true college experience as they build relationships with college-bound peers and Northern's faculty and staff.

Northern Pueblos Institute (NPI). The American Indian Center is a hub for Native students, serves as a liaison for tribal communities and provides academic support for AI students. The center produces a monthly newsletter, *Native Eagle News*, which updates students and community members on current events and is circulated to the various communities.

Veterans Resource Center (VRC). The VRC serves both students and the community at large by connecting clients to the services they need. For students, this means support with academics, advising and financial aid, but the center also offers information about everything from rehabilitation therapy and healthcare to job placement and small business loans.

Educational Opportunity Center (EOC). The New Mexico EOC is a federally funded project to extend post-secondary education opportunities to adults who are low income and first generation college-bound. EOC provides: information and assistance with college admissions applications as well as financial aid opportunities including available grants, scholarships, and loans; Information about technical/vocational schools, colleges and universities; educational, financial and career advisement; help in registering for required examinations or other entrance tests; and referral to GED programs.

Accessibility Resource Center (ARC). The ARC offers services to self-identified students with exceptionalities. Students with documented disabling conditions that affect a major life activity are eligible for these services. This includes students with visual, hearing, learning, and mobility, chronic conditions, as well as temporary conditions that affect academic completion. The primary duty of the ARC is to work with each student to design accommodations that are appropriate and reasonable given the exceptionality and course of study.

College Assistance Migrant Program. CAMP provides support and retention services to first-year college students from migrant and seasonal farm worker families. CAMP works with campus faculty, student services and community-based agencies to improve educational opportunities for CAMP students. Services include: stipends, academic skills assessment, program orientation, tutoring, career/personal counseling, cultural events, and mentoring.

Equity and Diversity (OED) The OED values diversity as the expression of human similarities and differences, as well as the importance of a living and learning environment conducive to knowledge, respect, acceptance, understanding and global awareness and addresses access for any group that has been historically disadvantaged or underrepresented in higher education (e.g., individuals from ethnic and racial minorities, 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 LGBTQIA community, veterans, non-traditional students, non-English speakers, and people from low-income communities). OED is committed to developing and

allocating resources to the fundamental task of supporting our diverse campus culture, and creating opportunities for equity and educational access for all.

EXITO Counseling Services (EXITO). EXITO 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), and the Student Veteran's Association.

Other programs and offices that build supportive relations with students include: Career Services, Northern's Student Ambassador program, Summer Bridge, New Student Orientation, Accelerate Program, P'oe Resource Center, and the ¡Sostenga! la Vida Center for Traditional Agricultural program.

3P3 Identifying key stakeholder needs

Core Component 1D1

NNMC maintains its obligation to the public as is reflected in the mission by making itself accessible to students and 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. Northern is receptive to national, state, and local trends. External stakeholders' (employers, business and industry, community, feeder schools, alumni, parents) needs are gathered informally through regular interaction with advisory groups, individuals and contact organizations and through our collaborative partnership and employer surveys. Additional sources of information pertaining to stakeholder needs and expectations are generated through feedback from recruitment activities, Communications Office- maintained NNMC social media sites (Twitter, Facebook), student life surveys, mandatory reporting to accrediting agencies and the CUP, and feedback from community forums. Survey information from such sources as NSSE, SSI, and student evaluations also provide valuable information about student needs and expectations. Information is analyzed and possible changes are identified in department and division meetings such as the strategic planning retreat, director's meetings, and Faculty Senate. Trends observed are prioritized and included in Strategic Planning through environmental scans and then into unit operational plans where courses of action are created to address the needs identified.

Table 3.2

Group	Method of Assessment	Data Sources	How results and analysis are used to respond to changing needs
Graduates	Survey of graduates, UI Wage Tracking	Recruitment, DOL, NM HED, OIA	Program Deans and chairs use results to make adjustments in program design, student support and instruction are considered based on feedback.
Secondary schools GED, ESL programs	Recruitment in area high schools and dialog with school counselors /administrators; dual-credit agreements and enrollment	Assistant Director of Recruitment; Admissions & Recruitment Director	Used to determine potential recruits and to assess our recruitment efforts. Feedback is used for planning, course scheduling and resource adjustments.
GED, ESL programs	Dialog with ABE staff (GED and ESL)	ABE Director	To track number of students receiving services and for planning and resource requests. Staff evaluations for program development. Data results are used for Federal/State reporting to ensure compliance with regulatory requirements.
Employers	Surveys; Career Fairs; community/business feedback; recruitment inquiry card, input to the OIA; workforce training; advisory councils; facility rentals; partnership with DVR	Assistant/Director of Recruitment; CE Coordinator; Academic Chairs and Directors; Student Life Coordinator; VP of OIA; ARC; SBDC	To assess graduate preparedness. To evaluate and meet job demand. Use employer satisfaction to encourage continued hiring of our graduates. We also encourage businesses to choose NNMC to provide training and professional development to their employees.
Collaborative Partners	Surveys; Communication with other schools; course equivalencies; ASU and NMSU partnerships to provide graduate programs.	Registrar; SAC; program directors; NM HED; Provost and deans Assistant/ Director of Recruitment	Data sources are used to determine the success of collaborative relationships. Partnership feedback identifies areas of improvement to best support student and stakeholders needs.
Donors	Surveys and database	NNMC Foundation	To help maintain and recruit donors.
Board of Regents	Monthly BOR meetings	Executive team and other staff	http://nnmc.edu/wordpress/?page_id=4821 All meeting minutes are posted online to support communication to the College community and the public. Staff and faculty input and student

Group	Method of Assessment	Data Sources	How results and analysis are used to respond to changing needs
			input are agenda items for each BOR meeting. Feedback provides an open line of communication between the Board and stakeholders.
NM HED	Accountability reports to the NM CUP; NM HED	Director of IR and Provost	The PEP Report is offered as partial compliance with the AGA and includes reports to the NM DFA on common and institution-specific measures. The performance measures enumerated are a focused subset of our ongoing efforts to respond to the policies and needs of NM in concert with meeting required standards.
Federal	IPEDS Reports; Grant funding reports (eg. EXITO, Accelerate, Carl Perkins)	Director of IR; Program Directors and Registrar	Results help us to determine if we are meeting our objectives and how we can respond to meet our targets.

3P4 Building stakeholder relationships

Instructional activities. NNMC strives to provide instruction that prepares our students for personal and professional success in regional, state, national and global contexts. We implemented the following College-wide Student Learning Outcomes (SLOs) that are incorporated into instruction across all disciplines: Communication, Critical Thinking, Cultural Competence, and Information Competency & Research. By utilizing these SLOs, Northern seeks to have each graduate leave with both the shared skills of a life-long learner and the tailored instruction within their discipline. Additionally, faculty introduce research methods and create opportunities for students to participate in service learning, experience-based learning, and other scholarly experiences. Many of our programs also include practicum hours (i.e, Education, Barbering, Cosmetology), which provide services to the public (e.g., the Nursing Department hosts a Flu Shot Clinic, and “Amor Norteno” community self-care day). Beyond this, students in the College of Education provide professional support to regional school districts during their Student Teaching and field-work hours.

Bridge programs with local schools. NNMC faculty, staff and students work together with local schools to continuously create opportunities to connect public schools and higher education.

Representatives. NNMC provides representation to such local organizations as the Task Force on Domestic Violence, Project Success for fifth-grade children, the Wellness Coalition at Santa Fe Indian School and the advisory board for Las Cumbres, an organization that assists small children with developmental disabilities. At the local, regional and national levels, NNMC faculty and staff have served on numerous boards and commissions that directly impact the communities we serve. These include: The National Association for Chicana and Chicano Studies (NACCS); The Rocky Mountain Association of College Registrars and Admissions; American Association of Counselors; National School Board Association; The University Economic Development Association (UEDA); The Ohkay Owingeh School

Category 3: Understanding Students’ and Stakeholders’ Needs

Board; Hands Across Cultures; Credentialing Board for Vocational Rehabilitation Counselors; and the New Mexico EPSCoR State Committee

Recruitment activities. The Director and Assistant Director of Recruitment & Career Services, Dual Credit Office, and EOC advisors inform students of educational opportunities at Northern. We advocate for and train all staff and faculty to be recruiters.

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

Employer Contact. The Director and Assistant Director of Recruitment and Career Services, 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. Chairs and heads of vocational programs periodically convene advisory council meetings that allow for a 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 is a community-wide resource offering cultural, intellectual, and professional events that encourage a dialogue surrounding culture. For example, the College of Education hosts an annual Culture-Based Education Symposium which brings together scholars, educators, practitioners and students in the field of Education to negotiate, discuss, unravel and propose strategies to address diverse issues that currently impact the delivery of culture-based education. NNMC also invites guest speakers and authors to share experiences and knowledge not only in the classroom with our students but also with stakeholders in regional, statewide and national academic conferences. We host touring dance, art, and music performances for local school groups and communities. The NPI, OSL, OED and EXITO Counseling Services, along with academic departments often host culturally-based co-curricular events to buttress College learning environments.

3P5 Determining new groups

As mentioned earlier (and in Category 1), data from ACT SOS, NSSE, FSSE, Noel-Levitz SSI, NNMC surveys, focus groups and other forms of feedback are used by the strategic planning committees, other College committees, academic colleges, teams, and divisions to identify current student and stakeholder needs. Data collected demonstrates the College's performance and help to identify potential new markets. NNMC 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 our vision, mission, and philosophy. 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.

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 Provost and VP for Academic Affairs, Continuing Education Office, academic deans and chairs, and Student Recruitment. Along with the Institutional Advancement Office, they create, prioritize, and build relationships based on a shared vision and cultural characteristics, including innovation and flexibility in serving students, employer, and community needs (see category 9 for details).

3P6 Handling complaints

Occasionally, a student will encounter a problem on campus that he or she does not know how to resolve. Students are given explicit instructions to follow a chain of command presented in the student handbook and 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 Registrar's Office, or online. When initiating a formal complaint, the following steps (as documented in the student handbook) are to be 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 Registrar's 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

All complaints received are processed 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 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.

Academic deans and chairs require students to evaluate instruction and other aspects of the College, such as 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. Advisors at NNMC function as sounding boards and student complaints provided to advisors are handled in the same manner as above. Complaints can be taken directly to the Dean of Student Services via email, formal letter, complaint form or by appointment. For formal processes, actions are communicated as directed by the policy or procedure being followed. For informal processes, communication is provided directly to the individual who self-identifies.

Currently, there is no mechanism to communicate feedback from web-based complaints if the submission is unidentified. However, general academic complaints historically were discussed in Academic Chairs Directors Council and documented in minutes of those meetings, which were posted on the web and distributed via faculty and staff listservs. Other avenues for informal complaint processes are exercised at the departmental level, where complaints are generally received in person, through surveys, via social media, and through leadership and College committee meetings.

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 specific complaints. In addition, outcomes of appeal processes are not subject to further consideration through this process.

RESULTS

3R1 Determining satisfaction

Course evaluations and student surveys are used to determine student satisfaction. Within the past five years, NNMC has administered the following five additional satisfaction 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 via departmental and committee meetings. A formal process is in place with the following surveys available throughout our campus and on the web:

SSI (Noel-Levitz Student Satisfaction Inventory): The SSI is a powerful tool to improve the quality of student life and learning, measuring student satisfaction and priorities, as well as important issues.

NSSE: 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: FSSE was designed to complement the 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; and how faculty members organize their time 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.

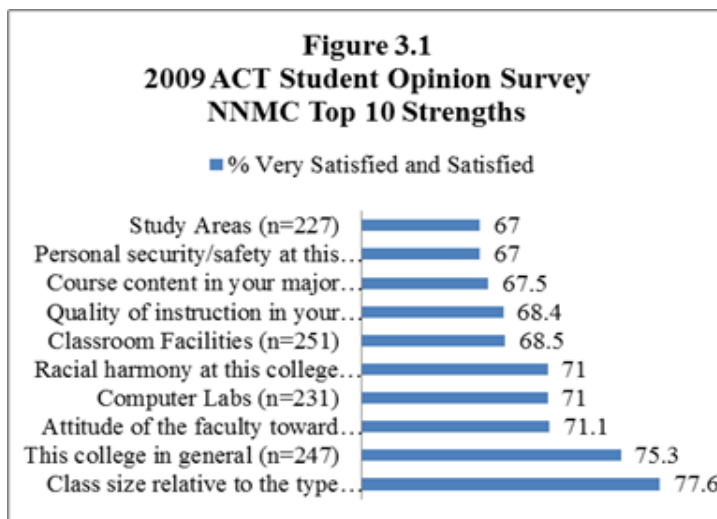
The ACT Student Opinion Survey (SOS): The ACT SOS is designed to explore enrolled students' satisfaction with programs, services, and other aspects of their college experience.

NNMC Student Satisfaction Survey: An internally designed survey evaluates student satisfaction with the specific functions of the College including: Facilities, Support Services, the Business Office, IT and more. The instrument also asks students about the frequency of use of bookstore, gym, website, etc. The

standardized surveys are administered in alternating terms due to: budgeting constraints; modeling other schools survey cycles; allowing a longer time period to respond to opportunities for improvement.

3R2 Student satisfaction results

NNMC regularly administers surveys to measure the satisfaction of students and other stakeholders. Results are analyzed via sorting methods to identify strengths and opportunities for improvement. Qualitative data is categorized by common themes. Strengths and opportunities for improvement are used primarily for strategic planning, program accreditation requirements, and AP development. Our “in-house” satisfaction survey, used in 2007 through 2011, and in 2014, allows students to communicate their level of satisfaction with College services, scheduling, and student operations. In 2009 the ACT Student



Opinion Survey captured comparative data. In 2012 we conducted the Noel Levitz and in 2013 we participated in the NSSE and FSSE for the same purpose. Figures 3.1 thru 3.5 illustrate some of the results used for decision-making and continuous improvement. Results are posted on our website for students and the college committees and teams to use for planning continuous improvement. The results helped to identify and/or develop current action projects as well as strategic priorities in Category 8. Other performance results we examine to determine student satisfaction are term-to-term student persistence and retention measures and our degree completion measures (Category 1).

Table 3.3 Example of NNMC Student Survey Rating Average Results

NNMC Student Survey	2008 (n=91)*	2010 (n=163)	2011 (n=35)	2014 (n=68)
Student Services	2.92	2.75	3.00	2.49
Disbursement of Financial Aid	2.96	2.76	2.92	2.53
Job placement Services	3.12	3.08	3.04	3.06
Registrar's office	3.18	2.95	3.12	2.81
Admissions office	3.20	3.01	3.03	2.84
Work study program	3.20	2.76	2.58	2.93
SAC	3.21	3.02	2.88	2.73
ARC	3.30	3.07	2.71	2.84
American Indian Affairs services	3.39	3.01	3.00	2.79

In the Spring of 2012 the Noel-Levitz SSI was administered to a sample of 461 first year and senior students taking general education courses. See table 3.4.

Table 3.4 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 expected... 7 = Much better than expected)	4.82	1.35

Table 3.4 Noel-Levitz Student Satisfaction Inventory	Item mean average	Standard deviation
2. Your overall satisfaction with your experience here thus far. (n=460). (1= Not satisfied at all ... 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 ... 7 = Definitely yes)	5.5	1.56

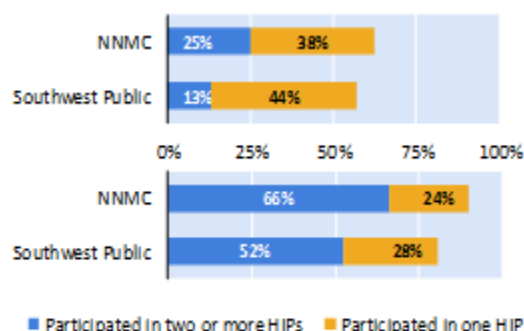
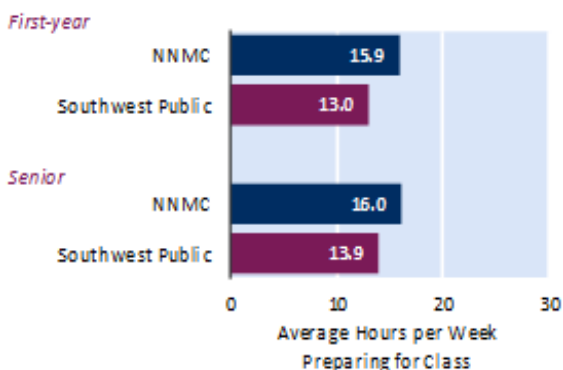
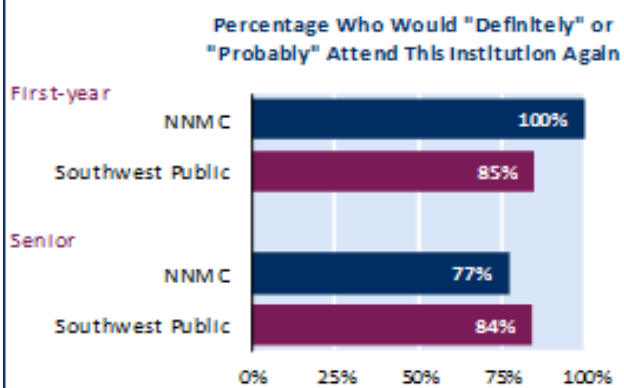
The NSSE and FSSE were conducted in spring 2013 term. NSSE asks students about a wide range of educationally purposeful activities, such as learning communities, class preparation and challenging courses. Results provide insight to support strategies aimed at student success. The comparison group used in the report is Southwest Public. The charts below provide a few examples of data used to measure high impact practices such as learning communities, student preparation and student satisfaction.

Figure 3.2**2013 NSSE High-Impact Practices (HIPs)**

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see *High-Impact Practices* report.

First-year
Learning Communities, Service-Learning, and Research w/Faculty

Senior
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences

**Figure 3.3****2013 NSSE: Time Spent Preparing for Class****Figure 3.4****2013 NSSE: Satisfaction with NNMC****3R3 Stakeholder relationships**

Student and staff participation in such groups as CAMP, the EOC, Accessibility Resource Center, and American Indian Center is robust. NNMC students' continued or increased use of services and activities is a primary indicator of our strong relations with stakeholders. Student and staff participant limits have been reached for many of the following groups.

CAMP: CAMP is funded to serve 35 first-year college students who come from migrant and/or seasonal farm-worker families by providing them with academic, financial, and personal support to ensure they successfully complete the first year of college. CAMP provides academic services to participants until degree attainment.

Educational Opportunity Center: A federally funded program that provides counseling and information on college admissions to qualified adults who want to access postsecondary education. The goal is to increase adult participation in postsecondary education. The program provides services to improve the financial and economic literacy. An important objective is to counsel participants on financial aid options, to assist with higher educational advisement and to assist with the college admission process.

Figure 3.9 illustrates the EOC “participation” number set by the Federal Government. For example, in 2011-2012, the participation objective was 2000 students. EOC served 2,138. In 2012-13, the objective was 1,700 students. EOC exceeded that by 27. NNMC’s EOC has fulfilled and exceeded 95 % of our mandated federal objectives. Variables affecting student count include sequestration and decreased student enrollment. We provided direction and referrals to hundreds of students each year (e.g. inquiries about a GED program, outreach efforts via career fairs). EOC provides outreach, admissions, financial aid, advisement and retention support to more than a thousand students a year

Accessibility Resource Center: The ARC works with students, staff, and faculty to promote equity, access, support, and empowerment for students with disabilities, and to assure compliance with the ADA and other federal regulations.

Accommodations are available to students with disabilities who are registered with the ARC. The ARC creates an individualized accommodation plan for each student. Common plans include, extended time for in-class exams 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 support service needs of key stakeholders through academic program reviews, satisfaction surveys, and the provision of open-door policies that rely on self-disclosure. We have made significant

Table 3.5

Table 3.5 NNMC CAMP Grant Cycle			
Cohort	Academic Year	# Funded	# Served
1	2011-2012	35	37
2	2012-2013	35	29
3	2013-2014	35	14
4	2014-2015	35	23

Figure 3.9: Number of Students Served by EOC

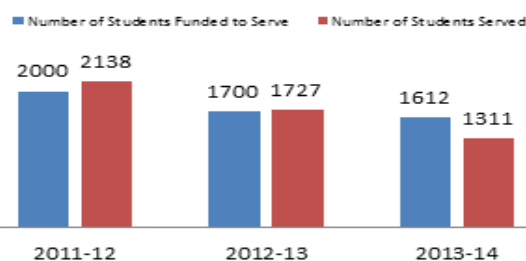
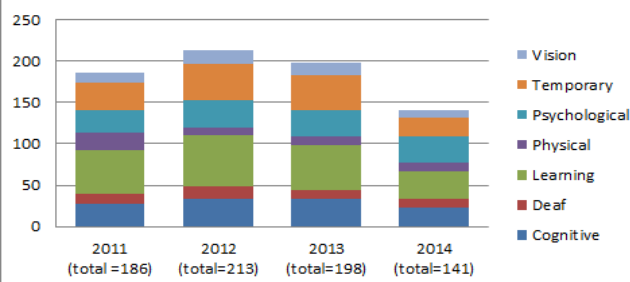


Figure 3.10: Number of Students Served by ARC by Type of Exceptionality



efforts to build relationships with stakeholders and maintain our collaborative partners. Through annual surveys investigating how our stakeholders perceive the relationships we share with them and the quality of our work on their behalf, we track progress and identifying opportunities for improvement.

Table 3.6: Performance results for key student/stakeholder 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 1200-1400 students per semester. Student retention was recently 81% from Fall to Spring and 40% from Fall to Fall. NNMC graduates an average of 225 students per year.									
	Table 3.6.1									
		AY 0607	AY 0708	AY 0809	AY 0910	AY 1011	AY 1112	AY 1213	AY 1314	AY* 1415
	Certificate	60	72	58	40	36	27	23	30	25
	Associates	141	140	136	100	129	98	99	109	119
	Bachelors	1	3	22	46	70	51	71	72	64
Educational Institutions: Articulation Agreements, Memorandums of Understanding	ALP	16	24	25	27	21	18	9	21	9
		218	239	241	213	256	194	202	232	217
	*Estimate									
Educational Institutions: Articulation Agreements, Memorandums of Understanding	Student course evaluations are administered online and in the classrooms. Standard questions are provided but programs have freedom to ask course-specific questions.									
	NNMC has memorandum of understanding agreements with 12 service area high schools. Due to state mandated dual credit, enrollment has increased by over 200 students between Spring 12 and Spring 13. Dual credit enrollment now averages around 300 students. 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.									
	On November 2014, President Clayton Alred of Eastern New Mexico University (ENMU) Ruidoso and Provost Pedro Martinez of Northern New Mexico College (NNMC) signed a Memorandum of Understanding (MOU) articulating a career pathway in the Engineering Technology programs. This agreement is designed to provide a pathway for the graduates of the Associate of Applied Science (AAS) at ENMU, to transfer to the ABET-accredited Bachelor in Information Engineering Technology (IET) at NNMC. This collaboration provides:									
Educational Institutions: Articulation Agreements, Memorandums of Understanding	A means to strengthen postbaccalaureate 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, 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.
- A means to share resources, such as remote access to lab equipment and faculty collaboration.

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. See Table 3.6.2

Table 3.6.2

Rating Average: 1=Very dissatisfied ... 5=Very Satisfied	2008 n=110	2009 n=128	2010 n=110	2011 n=141	2012 n=118	2014 n=95
Supervisors support and leadership	2.94	3.12	3.12	2.90	2.94	3.00
Your job and work responsibilities	3.07	3.14	3.08	2.98	3.07	3.07
Training(s) provided / offered	2.55	2.68	2.51	2.39	2.60	2.56
Your security and safety while on campus	2.70	3.02	2.94	2.69	2.77	2.91
Your health and well-being while on campus	2.85	2.94	2.88	2.80	2.80	2.86

The college administered the FSSE in 2013

Community:
HIS and NASNTI , annual number of students earning degrees

Northern is designated as an HSI and a NASNTI:

Table 3.6.3	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Native American	8%	9%	9%	9%	10%	10%	10%
Hispanic	70%	70%	71%	73%	72%	70%	69%
	78%	79%	80%	82%	82%	80%	79%

3R5 Building stakeholder relationships

The largest subgroup of ESL students we serve is female Hispanic ages 25-44. The second largest is male Hispanics ages 25-44. The ESL classes are essential to the ABE program because many of the students in

GED preparation courses need supplemental ESL instruction to be successful. ESL courses support employment or entrance into post-secondary education. Our data demonstrates that over the past several years there has been a steady decline in the number of students served by the ESL program. The decline has been attributed to decreases in ABE funding which has led to fewer courses being offered for ESL students.

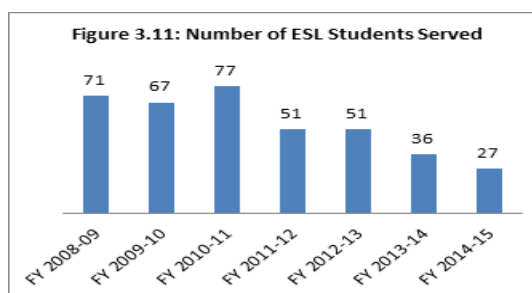


Table 3.7 Percent Achieving a Level Gain and Retention

	Level Gain	Description of Level Advancement http://esl.nes.mdso.eportalnow.net/	Retention
2011-12	64%	ESL Intermediate High level also saw an increase in % completion	
2012-13	53%	Beginning Literacy to Low Beginning (10 of 15) and from High Beginning to Intermediate Low (10 of 11)	39%
2013-14	53%	High Beginning to Intermediate Low (8 of 9) and Intermediate Low to Intermediate High (8 of 15)	41%
2014-15	67%	High Beginning to Intermediate Low (8 of 8) and Intermediate Low to Intermediate High (5 of 8)	100%

In compliance with the DCA and negotiated by the NMPED, NNMC has established active dual credit agreements with the region's twelve school districts. Students are now attending more courses on campus and relationships with area high school counselors continue to be developed and improved. See Category 9 for more detail.

Collaborative relationships are also being developed between NNMC and graduate-degree granting institutions, allowing our students to enroll in graduate level studies. Currently the College of Engineering and Technology has developed an agreement with UNM to provide graduate level coursework. This MOU is very detailed and covers cross-listed courses; resource sharing; development of course materials, development of labs and labs materials; and promotion of collaborative research.

In 2012, NNMC launched its first master's program in Educational Leadership, partnering with its sister COE at NMSU. Its mission was to deliver high quality, distance education instruction to northern NM teachers and administrators. The program was funded by NNMC's Title V AVANCE Grant, which graduated its first cohort in May 2013. Today, graduates of this first cohort are practicing educational administrators in northern New Mexico's various school districts.

In order to continue offering post-baccalaureate opportunities in Education to the local population, NNMC signed an MOU with ASU in Spring 2015 to deliver a two-year MA in Educational Leadership (Initial Principal Licensure) program. This program is designed to equip qualified and experienced educators with the knowledge and skills to assume leadership positions in schools, particularly as program supervisor/director or building principal/assistant principal. Studies include: leadership, school

management, law and finance. The program emphasizes the role of a school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. ASU and NNMC faculty share teaching responsibilities and classes are delivered online with support offered at NNMC's campus.

3R6 Comparisons

In 2012, Northern began reporting to the Council of University Presidents (CUP). CUP is committed to seeking regular feedback from appropriate constituencies on the quality and effectiveness of college academic programs and services. Students currently enrolled in our universities are a valuable source of information, which can be used to improve our programs.

Every year, New Mexico's seven universities surveyed graduating seniors in their respective student bodies to elicit students' perceptions regarding their undergraduate educational experiences. The universities had developed a common set of questions so that all institutions would have comparable information on their students' satisfaction.

Table 3.8: Percent of Graduating Seniors Satisfied with Their Overall Experience

	NMT	NMSU	UNM	ENMU	NMHU	NNMC	WNMU
2009-2010	85%	95%	77%	96%	96%		87%
2012-2013	90%	90%	78%	95%	96%	73%	91%
2015-2016	spring 16	spring 16	Spring 16	spring 16	spring 16	spring 16	spring 16

In the body of this PEP report, each institution has reported summary information on its graduating seniors' satisfaction with a number of factors related to the university's undergraduate curriculum/instruction, support services and an overall assessment of their educational experiences at the university. Although Northern is only required to administer the instrument every 3 years (as shown in Table 3.8) we do so annually. Our most recent results, 2014, indicated that about 90% of graduating seniors were satisfied with their experience at NNMC.

Second, within Student Services, we have used national survey results from the 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, NAAA, and ACE national meetings into our planning.

Third, financial aid uses comparative data from 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) that we have collaborated with provide recurring data, which discusses our collaborative performance; however, they do not give us comparative data on other institutions working collaboratively under similar grants. We are encouraged by our actions to date and are working to continually improve in building our key collaborative relationships.

IMPROVEMENTS

3I1 Improvements

NNMC has a Strategic Enrollment Management (SEM) committee comprised of the following offices: Registrar, 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 ways to ensure student success while addressing all aspects of the institution's mission. Just like overall strategic planning, strategic enrollment management starts with the institution's mission.

The SEM committee is currently monitoring the progress of our First Year Retention efforts, recruitment, and new student orientation. The committee is also developing process maps of the involved in the student experience. This committee has provided oversight and coordination for the "Defining and Developing comprehensive first year retention plan" Action Project. The First Year Retention Plan activities that were developed or enhanced to support the retention of first-year students include:

K-12 Outreach and placement testing services: Compass workshops are provided on-site at local high schools, which have significantly improved the efficiency of the dual credit program initiatives. Enrollment Management and recruitment host college fairs for local high schools to encourage students to attend college. NMHEAA has a dedicated area for Northern information at local schools. NNMC has also dedicated more College personnel to participate in recruitment and outreach activities.

First year advisement and intrusive advisement: Substantial improvements have been made to the advisement process. Incoming students are contacted prior to New Student Orientation (NSO) and interaction with advisor occurs as soon as student has been admitted. Advisement initiatives have been created to encourage early course registration. Schedules have been developed in order to meet with students every four weeks (four times per semester). Students are assigned to faculty advisors after three successful semesters (FTAC) or one successful semester (transfer).

Scheduling: Advisors schedule each new student for a minimum of: math, English, and an FYE course. Advisors prepare skeleton schedules for all students prior to each NSO. Advisors utilize placement scores to identify appropriate math and English courses. As soon as students qualify, general education curriculum courses are scheduled. All students are placed (if possible) in an FYE 101 course.

Academic Advisement Plan with Goals and Objectives: A Comprehensive Advisement Matrix has been developed and will be regularly reviewed and revised. Staff Advisors across departments have been meeting weekly to coordinate efforts and monitor implementation of the First-Year Advisement Plan. Meeting with faculty advisors to align and standardize process. Open communication between faculty and staff advisors is an ongoing process that is essential to effective advisement, transition to faculty advisors, and to the overall campus-wide retention efforts. This is maintained through collaboration and dialog occurring at the Advisement Committee, the SEM Committee, and various Department level meetings. Student Ambassadors are actively involved in implementation including participation in NSO and the Office of Advisement initiatives.

Early Alert Program: NNMC has established an early alert program to provide timely, individualized interventions for struggling students. Early alerts are used for the early identification of students who are at-risk of failing a class for one of the following reasons: excessive absences; decrease in engagement and/or participation; missing assignments; or course grades falling below passing for other reasons. The Office of Advisement manages the early alert program. Faculty members trigger early alerts through an online form. Once received, the Early Alert is forwarded to the assigned academic advisor who makes contact with the student, the faculty member, and makes referrals to other resources as necessary. Faculty are regularly encouraged to utilize this system by the Office of the Provost beginning at Faculty/Staff Development week and continuing at regular intervals throughout the semester. In addition to the Early

Alert Faculty Referrals, the Office of Advisement utilizes mid-term grades to provide follow-up and other support services to students who are struggling in courses. In the first week after midterm grades are due, Office of Advisement Advisors contact every first-year student who is not passing a course. This information is also shared with academic chairs and deans so that faculty advisors can assist students from their respective programs. Finally, the Office of Advisement contacts the faculty of all students failing more than two classes to insure that students are withdrawn from courses if they have stopped attending.

Institutional Advisor Training: Office of Advisement Staff regularly participate in the New Mexico Advising Association Annual Conference, which provides networking opportunities and information about best practices from other state colleges. Weekly Advisement Committee meetings provide consistent opportunities for on-going staff development. Additionally, advisors are encouraged to participate in training opportunities (e.g., webinars, seminars) when time and resources permit.

Faculty Advisor Training: The Office of Advisement has begun preliminary discussions with the Provost, deans and department chairs about developing training and professional development for faculty advisors and support staff. This will include: training for new faculty on advising processes and procedures; faculty development workshops on the advisement process and best practices in student retention; and, resource and best practice sharing between departments.

Data Collection and Analysis: The Office of Advisement uses a variety of data sources to assist in setting strategic priorities and guiding the day-to-day operations of the Advisement Center. Weekly admissions reports are used to assign advisors and to drive new student outreach efforts.

During registration for Fall 2015, the Office of Advisement began systematically collecting data about the schedule structure for first-year students in order to identify course conflicts, adequacy of general education and developmental course offerings and to make recommendations about improving the schedule structure to support student success. Midterm and final grade reports are utilized to identify struggling students, to identify high-risk courses where additional resources may be necessary, and to ensure that students are correctly placed in classes requiring prerequisites. The Office of Advisement maintains a database of all office visits that can be analyzed for frequency of student visits and identification of peak registration periods. We are in the process of making improvements to this system that will enable us to analyze more discretely the effectiveness of the advising process. The Office of Advisement also works closely with the Office of Institutional Research to conduct research and evaluation of specific programs such as the FYE Course and the Summer Bridge Program.

New student orientation: A mandatory new student orientation is required for all incoming first-year students. Specific roles, responsibilities and timelines for implementation are clearly delineated in the Advisement Matrix. Prior to orientation, we contact each new student to establish a personalized customer service experience. Core components of NSO include: campus tours, group and individual advising session, opportunities to meet faculty from specific departments, and workshops offered by college staff on topics such as tutoring, advisement, financial aid, course registration, payment plan information, textbooks, etc..

FYE coordination: Since the inception of a First-Year Experience Program in 2011, NNMC has doubled our first year experience class offerings. In 2015, the General Education Committee of the Faculty Senate approved requiring a revised First Year Experience Course for all new students. Student ambassadors are assigned to a class and assist with mentoring the students, facilitating class discussions and hosting co curricular activities. The First-Year Experience Program works closely with the advisement staff and FYE

instructors serve as crucial liaisons to the Advisement Office. Additionally, the First Year Experience Program is working closely with both academic departments and student services to coordinate and develop a number of student support initiatives such as: midterm/finals study groups; peer tutoring in specific courses, and scholarship outreach.

Faculty Reading Group: the Faculty Reading Group was developed in response to a dialogue that emerged at the Diversity Council about creating more spaces for faculty to talk about pedagogy. It meets once a month, every second Friday of the month, and all faculty are invited to participate over the lunch hour. A group-selected pedagogical text is distributed prior to the convening. Faculty discuss the text and related teaching issues through the course of the meeting.

Student recruitment efforts: Northern works with local high schools in order to provide needed courses for local dual credit and high school students. Recruitment activities that have been improved include increasing the number of yearly contacts made by recruitment personnel by collaborating with other College departments to strategically recruit students. We have also developed network connections to the region's public school listserv and an outreach schedule that has increased our presence and activity in local area schools.

SEM priorities have led to a number of significant, measurable improvements. Some of these improvements are: increases in student retention (Fall 14 to Spring 15 retention improved from 68 percent to 81 percent) and increases in early course registration (20 percent more students registered early compared to the prior year). SEM has also been instrumental in the overall improvement of customer service levels across student service departments.

In January of 2014, an internal web team comprised of NNMC's IT Director and staff and the College's communications and marketing office began work on the redesign of NNMC's website. This work involved the migration of content from the previous site as well as the installation of updated web software, development of content, reorganization of navigation and functionality, and a complete visual redesign of the site. The impetus behind the redesign was facilitating the enrollment and advisement of students, a goal that was accomplished via a five-step process in conjunction with the offices of Admissions, Advisement and Financial Aid.

The website launched internally to faculty and staff in July 2014 and publicly in August 2014. Efforts to develop and update content and to improve user experience have been ongoing since this time. The action project "Website Maintenance and Unit Webpage Development" has been identified to develop, update and evaluate content, especially in the areas of academics and student services. This project involves stakeholders across campus including students, faculty and staff as well as external and first-time users, and will be completed in early 2016. A second phase of technical web development has been identified and will be completed with the help of a contract web development team to include software upgrades for web security and functionality, mobile site functionality and improved user experience. The implementation of this phase will begin as soon as resources become available.

The Center for Distance Learning in conjunction with the Director of IR started a program using Blackboard Learn 9.1 Learning Management System to conduct end-of-semester student evaluation surveys of Blackboard-supported courses. During the 2015 Spring Semester, the following colleges successfully deployed course evaluation surveys: College of Arts and Sciences; COE; College of Nursing and Health Sciences; College of Business Administration; College of Engineering and Technology.

The goal of this project is to provide a more detailed reporting mechanism for gathering student evaluation data as it relates to courses offered at Northern via online, hybrid, or traditional courses using Blackboard. In addition, Blackboard offers the ability to survey area employers. For example the College of Nursing is actively pursuing a pilot survey of local hospitals, physicians, and medical centers asking for their input regarding graduates they may have hired or changing employment trends in the medical field. This data will be used for accreditation purposes while also providing much needed information regarding the success of graduates. Information collected via Blackboard helps the college plan strategically for its future needs in terms of targeted courses and degree offerings. The Provost and deans share this information with faculty, students and our College community.

3I2 Culture and infrastructure

By taking a community-based participatory approach to developing infrastructure, Northern recognizes the unique strengths that each campus entity brings to the campus community as a whole. Northern's culture is recognized and integrated in our adoption of the nine key principles: recognizing the community as a unit of identity; building on strengths and resources in the community; facilitating collaborative and equitable partnerships in all phases of development; promoting co-learning and capacity building for all partners; balancing research and action for the mutual benefit of all partners; emphasizing local relevance of community problems; involving systems development in a cyclical and iterative process; disseminating knowledge and findings to all partners and involving partners in the dissemination process. Maintaining effective community-based programs involves a great deal of work, support and dedication on behalf of the campus and regional community.

AQIP Category Four, VALUING PEOPLE

Overview

NNMC is committed to the development of its employees and has made great strides in improving the institution's processes and systems related to work and the job environment. The Human Resources Department was redesigned to better serve the needs of staff and faculty. With the collective input of staff and faculty, NNMC initiated and implemented a number of studies (e.g., compensation study), which have informed new procedures (e.g., new employee orientation and closer communication with payroll) aimed at demonstrating our value for NNMC employees. The following Action Projects are examples of efforts to support the development of our faculty, staff and administrators.

Faculty Performance Evaluation (1/2/2008-12/31/09)

This action project committee redesigned the tool used for faculty performance evaluation to align with criteria used in evaluation of faculty for promotion and tenure. The new form was subject to review by both administration and the Faculty Senate – an example of shared governance. Faculty performance evaluations have been successfully designed, adopted and implemented, and feedback gleaned from the Action Project Update review is encouraging. Two challenges encountered in this process include conducting training sessions for faculty supervisors and ensuring that faculty supervisors use the new evaluation process as a career development tool for their faculty.

Staff Professional Development (1/1/10-1/31/11)

A committee was formed to develop, create, and deliver the following professional development programs for faculty and staff: Diversity Awareness; Sexual Harassment Training; Prevention, Safety, &

Security; Professionalism at Work (staff only); Defensive Driving; Helping At-Risk Students; and Customer Service. All trainings with the exception of Defensive Driving 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).

Staff and faculty participated in a focus group that addressed responses to the trainings and the majority reported greater levels of satisfaction with professional development opportunities. A DVD with history of Northern, interviews with students, and 3 videos produced by the staff, faculty, and alumni of NNMC, were created to be included in all new hire orientation packets. All trainings have been integrated into ongoing procedures.

PROCESSES

4P1 Identifying staff requirements

With consideration of Higher Learning Commission (HLC) accreditation criteria and other specific accrediting bodies, department supervisors work with the Human Resources Director to identify specific credentials, skills and values required for faculty, staff and administrators. New job descriptions are created through a collaborative process by aligning the position to existing job descriptions on the College's salary matrix.

In 2013, the HR office began a compensation and classification study. However, due to budget cuts, the compensation and classification position was eliminated after the position was vacated. Existing HR staff are absorbing the responsibility of completing this project with the objective of developing 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 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 will advertise openings internally (via email) and externally (through local, regional, statewide, and national outlets) for five to ten 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 and to implement new initiatives. Adjunct to full-time faculty ratio varies by discipline. No single ratio applies to all disciplines.

The availability of highly qualified adjuncts and the demand for classes influence 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. Position descriptions are reviewed frequently for relevance and accuracy as part of the Performance Review process. Faculty of accredited programs are screened in compliance with accreditation standards. Teams of faculty and staff establish hiring criteria, screen applications, and interview candidates. Initial screenings result in rankings of candidates based on application materials submitted. Top-ranking 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. New employees are introduced to the Board of Regents on a monthly basis.

Core Component 3C3

All NNMC employees are evaluated on an annual basis through performance evaluations. Faculty and administrative employee performance objectives are aligned with the operational objectives of the college or department derived from the strategic planning process and reflect the College's vision, mission, and philosophy.

Core Component 3C4

NNMC's Faculty Contract/PAF (Personnel Action Form) 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. Webinars provide information and resources geared toward improving faculty skills and knowledge. Generally, faculty development days are scheduled to support both full-time and adjunct faculty. Faculty input and support in planning development days is welcomed and solicited by administration.

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 Provost. 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 five hours per week. Scheduled office hours may be changed with notice to the Provost, dean and the Office of the Vice President for Academic Affairs. Online faculty are required to respond to student inquiries 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, 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

All vacant positions are advertised at the request of the hiring manager once budget availability has been determined. See 4P1 for more details.

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

- Promotion opportunities: employees have opportunity to apply for internal advertisements that they may qualify for. Provide career-counseling services within the HR office to interested employees. HR also assists with resume building and interviewing techniques.
- Pay incentives: we offer stipends for chairpersons, directors, tutoring, lecturing, assisting with conferences, participation in grant activities, etc.
- Flexible working conditions: flexible work schedules are available, physical fitness time extension, up to four credit hour course time during working hours.
- Training opportunities: convocation workshops, AQIP action project activities, online webinars, and external training opportunities.
- Competitive benefits: annual leave, sick leave, and personal leave; medical, dental, vision, life, disability, cancer, & hospitalization insurances; tax sheltered annuity plans; flexible spending accounts; retirement and TIA-CREF.
- Tuition waivers: employees, spouses and their dependents (under age 23).
- Use of College facilities (i.e. gym, Wi-Fi, free parking): discounted rental of facilities.

4P4 Employee orientation

New employees participate in an extensive 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 in the initial orientation includes: history, mission, vision, handbooks, and information on each insurance carrier. The new employee's immediate supervisor conducts another orientation. 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 to improve 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 to serve as a repository for individuals interested in teaching at Northern. 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. 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.

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. 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.

NNMC's work processes and activities contribute to the overall communication, cooperation, performance, innovation, empowerment, organizational learning, and skill sharing of all employees through cross-functional participation in committees, forums, and governance. Our focus on student learning through community and workforce partnerships has created a strong, supportive cultural foundation that has allowed us to grow and retain our identity. Best practices are shared through the committee structure, councils, colloquiums, celebrations, 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 creates an environment that encourages and supports empowerment and accountability by providing opportunities for employee participation in team events (e.g. volleyball) and committees and fostering NNMC's reward and recognition program (overseen by HR).

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 takes into account the consequences of its actions upon the larger community and upon higher education in general.

Core Component 2E

The College's Staff and Faculty Handbook establishes guidelines to ensure that all 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. Northern promotes a working, learning, and social environment where all members of the community, including but not limited to the Board of Regents, administrators, faculty, staff, students, and volunteers, work together in a mutually respectful and healthy manner. Northern strives to foster an environment that reflects courtesy, civility, and respect to ensure learning, research, and productivity builds through relationships. Northern is committed to providing a respectful campus, free of bullying in all of its forms. Our Respectful Campus Policy describes the values and behaviors that delineate a respectful campus and applies to all members of Northern's community, including, but not limited to students, faculty, and staff.

It is NNMC's policy not to tolerate unethical or unlawful behavior from any employee. Students, faculty and staff can report unethical practices to any dean, chairperson, director, or to the Executive team. The Executive Team 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 our Respectful Campus Policy and are communicated in open meetings and employee/faculty handbooks, new employee orientation and performance reviews.

We are committed to providing an academic and professional environment free of sexual harassment and will not tolerate sexual harassment by any employee, contractor or student. 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). Employees are required to participate in preventative and informative trainings in sexual harassment. The trainings are provided bi-annually and staff and faculty are required to receive training at least once every two years. Employees are also evaluated (in annual performance evaluations) on department and college representation in the greater community. All new employees are oriented with Northern's Respectful Campus Policy and Values which affirms that a respectful campus exhibits and promotes personal integrity and professionalism; fairness and understanding; respect for individual rights and differences; harmony in the working and educational environment; respect for diversity and difference; accountability for one's actions; communication and collaborative resolution of problems and conflicts; confidentiality and trust; and accountability at all levels. The HR Director 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.

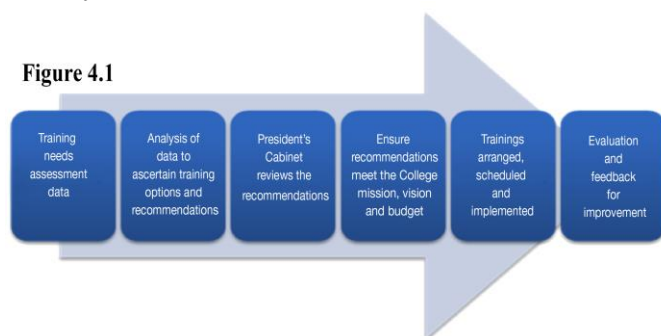
4P8 Determining training needs

Northern strives to use data to develop needs-based trainings and make changes where needed, as evidenced above. We are currently using an AQIP Action Project to improve our delivery of professional development (PD). We have implemented a three-pronged approach: 1) taking an inventory of current PD, 2) surveying the baseline attitudes and needs assessment regarding PD, and 3) using the data to create a plan to improve PD for the campus. With this approach, we seek to create a working timeline for the 2015/16 Academic Year that will include improved PD offerings and delivery methods. Participation in the AQIP Action Project helps us identify opportunities for enhancing existing stakeholder relationships and creating new ones. It also allows us to create frameworks that are based on budget, changing needs and leveraging of the many resources on our campus. Putting work into action allows us to fulfill the promise of the mission and vision of our campus.

The HR Director analyzes needs assessment data in reference to training and professional development to identify areas of need and make recommendations. The President's Cabinet reviews HR's

recommendations with consideration of the College's mission, vision, guiding principles, and budget constraints, and either recommends approval or not. Pending approval, the HR Director arranges for the training, schedules and oversees its implementation, evaluates the training, and provides feedback for improvement. The process is depicted in Figure 4.1 below.

Figure 4.1

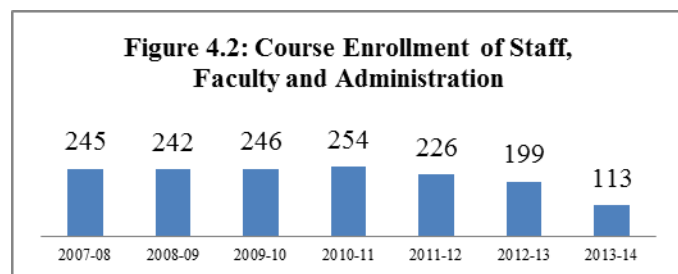


4P9 Training and development

The College typically offers trainings during the first weeks of each semester. These trainings are organized and coordinated by the office of the Provost based on an informal needs assessment and compliance schedules. Attendance at prior workshops are indicators of demand. Evaluations are used to determine the success of the workshops and used by the facilitators to make modifications and improvements. The College also offers Continuing Education courses that employees are encouraged to take. These courses include Computer Literacy, Defensive Driving, and Microsoft training. Furthermore, employees are allowed a tuition waiver to take college courses. Each semester, employees can take one class during working hours not to exceed four credits. Employees may also use their tuition waiver after working hours. Employees can also participate in off-site training (with supervisor approval). Additional professional development opportunities are often supported by grants and are contingent upon evidence that PD activity complies with grant objectives.

Examples of professional development in the past two years include: Accessibility Resource Center Training; Active Shooter Training; Blackboard Training; Budget & Procurement; Clery Act (Safety & Security); Computer Literacy; Equity & Diversity; Customer Service; Defensive Driving; FERPA; Financial Aid & Academics; Grant Writing; Grants Funding Procedures & Resources; Title IX Training & Workshop (Sexual harassment); Microsoft Training; Student Rights, Responsibilities & Code of Conduct; Suicide Prevention; Small Business Development Center Training. Evaluations are used to determine the success of the workshops and used by the facilitators to make improvements.

When possible, trainings are provided by employees who are experts in the field. Training sessions offered by College staff for all employees include: Banner (management information system), computer software, discrimination awareness, registration, FERPA, technology training, budget and finance training, and sexual harassment awareness. Faculty retreats, facilitated by the CLASS committee, are provided for training in student learning outcomes assessment and syllabi development.



Training sessions offered by College staff for all employees include: Banner management, computer software, discrimination awareness, registration, technology training, budget and finance training, and sexual harassment awareness; these trainings are developed via informal needs assessments. Title V ÉXITO, funds further 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. 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.

Northern's Office of Financial Aid (OFA) must keep up to date with ever changing federal and state regulations governing Title IV aid programs. Therefore, to ensure 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. OFA 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. OFA staff participates in webinar trainings hosted by the Department of Education and the National Association of Student Financial Aid Administrators (NASFAA). Northern's Academic Advisement Center participates in the New Mexico Advisement Association, which meets annually to address latest "Best Practices" and other areas to improve advisement.

Northern's Developmental Studies Task Force (comprised of Deans and faculty members from math and writing) has assisted in professional development opportunities that support faculty and staff costs to attend conferences on developmental education, advising, and mentoring.

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. Annual reviews provide detailed information regarding faculty progress and ways to improve performance. The review covers 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 the following four basic components: teaching effectiveness; student advising; mastery of discipline, professional development, and creative activity; and 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 faculty member and department chair negotiate the balance depending on individual needs.

NNMC's faculty evaluation system for chairpersons includes criteria for accomplishing student learning outcomes assessments. 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 on our website at the following link: http://nnmc.edu/wordpress/?page_id=6652. These annual evaluations measure a range of performance criteria including:

1. Knowledge of job (knowledge of roles, departments 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 representation 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. The College is currently undergoing the process of revising the evaluation system to include specific core competencies for employees.

4P11 Reward and compensation

Although collective bargaining unions represent NNMC faculty and staff and salaries of eligible faculty and staff are governed by collective bargaining negotiations and agreements, the state legislature determines and allocates salary budgets to public colleges and universities. Reductions in state revenues have affected budget availability and limited salary and compensation increases for employees. As a result, College employees have been awarded minimal salary increases and, in recent years, have experienced no salary increases due to budget constraints.

NNMC Human Resources annually compares faculty and staff salaries with peer institutions. The target for faculty and staff salaries is 100 percent of the median of peer institutions by rank. Other NNMC non-classified employees' salary targets are benchmarked against peer institutions, market studies, and longevity. Although added compensation or merit pay (e.g., associated with helping students learn or accomplishing other objectives) is appealing, neither is feasible at this time given our salary-funding situation. Non-monetary recognition and reward efforts include:

- Holiday Potluck Luncheon, Ice Cream Social (Fall term)
- Retirement Luncheon (End of Fall and Spring terms)
- Years of service recognition - Service pins (Fall and Spring Convocation)
- Administrative leave - extended holiday leave days
- Incentive rewards - resort gift donations

Our president and administrators also value the collective knowledge of the College community and selected employees are invited to participate in the following management committees: President's Cabinet, President's Advisory Committee, and the Effective Resource Management Committee (ERUC).

4P12 Determining motivation factors

NNMC conducts an annual faculty and staff opinion survey (http://nnmc.edu/wordpress/?page_id=10113) to determine what motivates employees to work at NNMC. The results are fed into NNMC's strategic planning and development of objectives and strategies 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. Finally, HR is developing an exit survey for employees moving on to learn more about their reasons and glean feedback on how to improve motivation on campus.

4P13 Ensuring a healthy workplace

NNMC is committed to employee satisfaction, health, safety, and wellbeing. We evaluate this via our faculty, and staff surveys and results are fed into NNMC's strategic planning. All employees have access to fitness and wellness facilities. Health assessment screening is 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; a 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 qualified director and staff that will work toward preparedness (through planning, education, training and testing) to reduce confusion, injury, and loss of

life during a disaster incident. In 2015, the College completed a necessary installation of a new phone system campus-wide. The former phone system was more than twenty years old and insufficient for carrying out day-to-day business. The new system is essential for carrying out a campus safety and security plan, and allows the institution to mass communicate with the campus community. The system's intercom serves 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 allocated to the institution following the last general election. The funding is restricted to purchases that enhance campus safety and security. 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 as the following: 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 annual basis. We conduct an annual opinion survey that was developed in 2008-09 based on best practices. The survey is sent out electronically each spring semester to all employees. Employees who do not typically access a computer (e.g. security officers, maintenance, facilities workers) are provided hard copies of the survey to complete. Responses are collected using an online survey tool and data is managed and reported by the IR office. Results are shared across campus by notifying employees that the results are posted online. Survey results are also presented to the President's Cabinet and Dean's Council. Additionally, we encourage faculty and staff to participate in various committees. In 2013, the Faculty Survey of Student Engagement was administered to full-time faculty. Specific measures that we track include: FSSE results to determine satisfaction and gather feedback; salary studies to support legislative priorities and proposals; years of service pins/presentation to recognize longevity and employee commitment; trainings offered (meets needs of everyone and how many attend); trainings feedback; continuing education courses and enrollment; wellness program use; gym use; and number of promotions.

4R2 Results of valuing people

Results from recent surveys indicate high levels of employee satisfaction with "your job and work responsibilities." Close to 80 percent reported "satisfied or very satisfied" with employment at the College, as depicted in Figure 4.3.

Salary and promotion is an area of concern indicated in our staff and faculty survey results about the adequacy of policies in these areas. Figure 4.4 demonstrates increased dissatisfaction due to chronically low salaries. Our salaries are among the lowest in the state – a situation we continue to address.

Employees are also presented with service pins for completing five, ten, 15, 20, 25, and 30 years of employment at NNMC. Service pins are presented during a Student Senate sponsored event (i.e. Barbeque) with a personal note from the president in appreciation for staff and faculty contributions and

Figure 4.3: Job Performance and Work Responsibilities

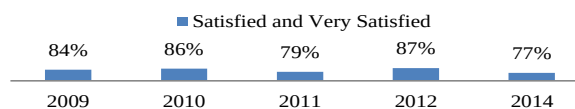
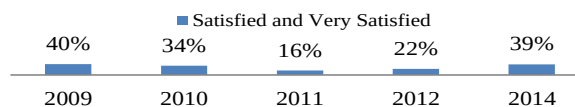


Figure 4.4: Adequacy of College Policies Regarding the Salaries and Promotions



commitment to the College's mission. Table 4.2 below demonstrates these results. Other measures of valuing people are support of professional development for our staff and faculty. See 4P9 for details.

Table 4.2: Number of Employees Recognized for Years of Service

	2006	2007	2008	2009	2010	2012	2014
30 years	1	0	2	0	1	0	1
25 years	3	6	4	1	0	3	1
20 years	6	2	4	4	3	1	1
15 years	1	6	6	4	6	2	4
10 years	3	8	6	4	5	8	3
5 years	6	6	9	11	9	12	19

4R3 Achieving its goals

Northern recognizes staff, faculty and students for their academic research, creativity, and scholarship. This year, we recognized faculty publications from the colleges of Arts & Sciences, Engineering, and Nursing. Faculty, staff and administrators are recognized and acknowledged for their productivity and effectiveness at convocation. Other recognitions include faculty and student contributions to publications (e.g., journal articles, textbooks), presentations (e.g., conference talks, creative projects and media exposure such as documentaries, films, and concerts), community outreach events and professional service. We recognize long-term faculty with clocks and all retirees with a gift and a reception on an annual basis. The following awards evidence staff and administrator productivity and effectiveness:

- August 13, 2012 in El Rito – Award (Certificates) presented to El Rito Facilities staff
- August 31, 2012 in Española – Individual staff award (fleece Jacket w/NNMC logo & certificate) presented to Student Activities Coordinator
- August 31, 2012 - Team/Group Award (NNMC hats and plus year-long contract for coffee service from Automated Vending Services) presented to the Facilities Department
- August 12, 2011 – Staff awards (\$50) presented to EOC Student Advisor and Business Administration Department Secretary

The following recognitions evidence faculty and staff productivity and effectiveness:

- Colloquium Meeting – January 9, 2012 faculty and staff recognized
- Spring Convocation – January 7, 2013 faculty and staff recognized
- Commencement luncheon – May 12, 2012 tenured faculty recognized and pinned

4R4 Comparisons

In order for Northern to effectively compete for quality faculty there is a need to address compensation. Average salaries at NNMC remain significantly lower than average salaries at peer institutions across the state. 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 four-year-degree-granting institution with post-baccalaureate programs.

Table 4.4 is taken from the NM Performance Effectiveness Report (from Table 17 in the 2014 report, Table 12 in the 2013 report). Faculty salary increases at the universities varied from no growth to about 20 percent over

the past five years (the large increase at NNMC was due to the change from a two-year college to a four-year college). Average salaries can also be affected by the distribution of faculty across ranks.

Table 4.4

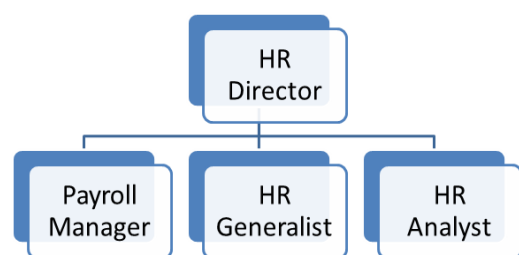
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change Over Past 5 Years
ENMU	\$56,660	\$55,975	\$55,808	\$55,734	\$59,498	5.0%
NMHU	\$55,162	\$54,935	\$54,834	\$57,200	\$57,381	4.0%
NNMC	\$46,262	\$54,585	\$46,104	\$46,290	\$46,477	0.5%
WNMU	\$49,669	\$51,112	\$52,011	\$51,295	\$53,873	8.5%

IMPROVEMENTS

4I1 Improvements

NNMC recognizes the need for an institution to have a strongly staffed HR department. The HR Director must have experience and a comprehensive understanding of effective management of labor issues, disciplinary process, grievances, and federal and state civil rights laws. This understanding of the needs and functions of an effective HR Department, along with a thorough evaluation of the needs of the College has led to a complete reorganization of this department.

Figure 4.3: HR Department



Our HR Director manages union issues, disciplinary actions and employee complaints. The HR Director is also an active member of the Executive Team, the President's Advisory Committee, College Policies and Procedures Committee, various AQIP committees and is a BOR Advisory Member.

The payroll office was reassigned from the Business Office to the HR Office. The Payroll Manager continues to handle all payroll issues. The Human Resources Generalist conducts new employee orientation and communicates policies, job duties, working conditions, wages, and employee benefits. The HR Generalist administers and

manages the Fair Labor Standards Act designations for all classifications. The Generalist responds to personnel issues (as directed by the HR Director) by coordinating follow-ups, researching policy and procedure, conducting disciplinary action research and developing written accounts. The Human Resources Analyst assists in identifying staff and faculty vacancies and promotional opportunities. The HR Analyst ensures advertisement procedures are followed. This person is responsible for maintaining all personnel, payroll and benefits records/files. The Compensation and Classification Specialist position no longer exists. Responsibilities for the development, implementation and administration of the College's compensation and classification system are distributed amongst existing HR Staff.

4I2 Culture and infrastructure support

By taking a community-based participatory approach to developing infrastructure, we recognize the unique strengths that each entity brings to the campus community as a whole. Northern's culture is recognized and integrated into our adoption of the following nine key principles: recognizing the community as a unit of identity; building on strengths and resources in the community; facilitating collaborative and equitable partnerships in all phases of development; promoting co-learning and capacity building for all partners; balancing research and action for the mutual benefit of all partners; emphasizing local relevance of community problems; involving systems development in a cyclical and iterative process; disseminating knowledge and findings to all partners and involving partners in the dissemination process. Maintaining effective community-based programs involves a great deal of work, support and dedication on behalf of the campus and regional community.

AQIP Category Five, LEADING AND COMMUNICATING

Overview

Northern New Mexico College is led by a Board of Regents appointed by the Governor of NM. The BOR 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 BOR and attends all regular Board and Committee meetings.

The following committees (Executive Team and Cabinet, and Dean's Council) provide 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 available to the campus community.

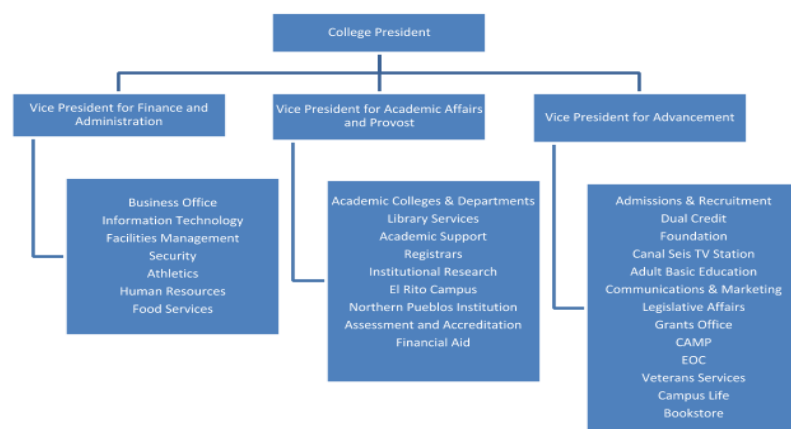


Figure 5.1 NNMC Leadership

The President works closely with Vice Presidents for decision-making, planning, and communicating with the College. Our mission and vision drive the efforts of the President, vice presidents, and deans.

PROCESSES

5P1 Mission and vision

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

In 2013, the Executive team used the results of the strategic visioning workshop to draft a revised vision and mission that better reflected the strategic goals identified by faculty, staff and students. These changes were approved by the BOR in 2014. The revised statements were complemented by the committee's core values which translated to strategic goals.

Revised Vision: Northern is a Hispanic and Native American - serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

Revised Mission: The mission of Northern is to ensure student success by providing access to affordable community-based, learning opportunities that meet the educational, cultural and economic needs of the region.

Table 5.1

Core Values, Excellence in:	Strategic Goals
Teaching and Learning Student Success Access and Affordability Diversity Facilities and Resources Community Building	1.Ensure excellence in teaching and learning 2.Facilitate an environment of student success 3.Ensure access to affordable learning opportunities 4.Facilitate an inclusive learning environment that celebrates diversity 5.Ensure access to quality facilities and adequate resources 6.Cultivate a statewide, regional and institutional community

Core Component 1A1

The College's mission, vision and philosophy were reviewed and modified through the strategic visioning process. As noted in Category 8, the Strategic Vision was an effort of the Strategic Visioning Team and a consultant from the SBDC. The College community, along with our BOR and administration contributed to the effort and provided input with the guidance of an outside consultant during a daylong workshop. The leadership team was responsible for incorporating campus-wide feedback and recommendations in the final revisions to the vision and mission. The leadership team adopted the core values as identified by the campus community. The values were then transformed in to strategic goals to provide for more continuity within the strategic visioning document.

In 2014, the BOR reviewed final revisions to the vision and mission along with the strategic goals for the institution. The Board approved and adopted the changes. The administration later worked through the President's Cabinet committee to identify activities that would address each goal.

Table 5.2

Strategic Goal	Target Activities
1. Ensure excellence in teaching and learning	● Academic Planning ● Faculty development ● Faculty recruitment and retention ● Program review and evaluation ● El Rito Research Station ● Undergraduate research

Strategic Goal	Target Activities
2. Facilitate an environment of student success	• Academic Advisement • Student leadership and mentoring • Early Alert programs • Degree audits/planning • First Year Experience
3. Ensure access to affordable learning opportunities	• Enrollment management • Developing P-20 pathways • Residence halls • Strategic recruitment • Community and Continuing Education • Expansive educational opportunities • Certificates and AA degrees • Baccalaureate programs • Post-baccalaureate programs
4. Facilitate an inclusive learning environment that celebrates diversity	• Office of Diversity and Equity • CELT • Faculty and staff professional development • Chicano studies • Language programs • Policy development • Northern Pueblos Institute
5. Ensure access to quality facilities and adequate resources	• Land use and capital planning • IT planning • Capital campaign • Grants • Legislative planning
6. Cultivate a statewide, regional and institutional community	• Employee recognition • Student accomplishments • Faculty research and publications • Effective internal/external communication • Marketing campaigns • Alumni relations • Partnerships and consortiums • Review and enhance institutional policies, processes, & procedures

Departments throughout the College are responsible for developing a strategic plan that addresses the activities within their oversight. Academic departments have developed three- to five-year strategic plans that align with the strategic goals. 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. The inclusive and dynamic nature of the strategic visioning process ensures that the Strategic Vision and its component action plans are living documents, adapting to the changing needs of our constituents. The Board approves the final strategy and updates.

Core Component 1A2

Northern is a regionally-serving institution that remains a predominantly commuter campus. As part of our commitment to *“providing access to affordable community-based, learning opportunities that meet*

the educational, cultural and economic needs of the region,” Northern continues to offer a distinctive array of associate’s, bachelor’s, certificates and post-bachelor’s certificates. Northern is structured in five academic colleges, each targeting specific needs and 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. For more than two years, Northern has remained the most affordable four-year institution in the New Mexico, and likely the Southwestern U.S. Our efforts to sustain affordability are driven by regional economic indicators.

Core Component 1A3

As part of the budget planning process, each year the leadership team identifies priorities that align directly its strategic plan. These priorities are then divided among the vice presidents who are tasked with preparing a budget draft that addresses each priority. The priorities are shared with the Provost’s Deans Council and the President’s Cabinet.

The budget planning process begins by funding each of the priorities for the upcoming year. This effort may include reorganization of existing departments or staff, dedication of funding toward a budgeted priority, or the elimination of ineffective programs.

5P2 Setting direction

Core Component 2C1

We are privileged to receive continued support from public, local and national communities, businesses, and political leaders. NNMC is led by a Board of Regents appointed by the state governor. The Board approves new degree programs, conferral of degrees, annual budget, investments, facility renovation and expansion, and strategic plans governing the College, and hiring/dismissing the College President.

Core Component 2C2

The BOR works through various committees to ensure that all matters brought before the Board have been given full consideration of the institution’s internal and external constituencies during its decision-making deliberations. These committees allow for full participation of administration, staff, students and community members.

Table 5.3

Committee Name:	Executive Team	Chair: Regent
Charge:	The committee reviews and advises the BOR on matters related to institutional and BOR policies; governmental relations, regent orientations and trainings; and external relations/communications.	
Committee Name:	Audit/Finance/Facilities	Chair: Regent
Charge:	The committee reviews and advises the BOR on matters, activity, and policies relating to financial accounting and reporting; the institution’s internal control; risk management; fiscal compliance matters; long-range physical planning; capital projects; and operations and maintenance.	
Committee Name:	Student and Academic Affairs	Chair: Regent
Charge:	The committee reviews and advises the BOR on all matters, activities, and policies, relating to the College fulfilling our responsibility in teaching, research, diversity, community outreach and service. The committee’s charges include consideration of the needs of faculty and administration in creating and sustaining	

our academic environment and consideration of students in the central and co-curricular life of the College. The committee attends to students' concerns about matters such as tuition, fees; financial aid, admissions, retention, student success and graduation requirements, faculty teaching and advisement; student life, student conduct and housing rules and staff support and services.

Core Component 2C3

The NM Department of Higher Education Coordinates and oversees the laws, rules, and finances of NM Institutions of Higher Education. We provide reports to the NM Higher Education Department and the NM 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. We have 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 this policy at all times.

Core Component 2C4

The President reports to the Board of Regents, as our principal executive officer and generally supervises and controls all day-to-day business and affairs. 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 for the Board to promulgate policy. The President executes policies and implements identified goals through the day-to-day management. The President provides and is accountable for leadership of academic excellence and also administers instruction, student services, and business affairs. 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 Northern's long-term goals and serves as the Board's administrative arm in carrying out those goals. The Board of Regents approves all long-term goals.

Core Component 5C1

Each year, we are required to submit our annual budget and special project funding requests to the NM 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 our vision and mission.

Core Component 5C2

Throughout this process, Northern'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 our mission will eventually sustain project continuation.

Core Component 5C3

Northern has established the President's Cabinet, which is comprised of deans, directors and staff. The committee is responsible for discussing major changes to the institution as they relate to institutional resources. Programmatic priorities are driven by our mission, which is in turn driven by the cultural, educational, and economic needs of the students and region.

Core Component 5C4

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

Our annual budget includes tuition and fee revenue based upon enrollment trends. We are also allocated resources based on an outcomes-based funding model. The funding model requires an annual review of graduation and course completion data over a five year period. Each year, Northern works on metrics that show need for improvement as determined by prior year funding appropriations.

Core Component 5C5

Our Program Advisory Councils are comprised of local leaders in the respective fields of study and provide 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, compliance with certification standards in their respective fields, and degree of graduate preparation to face emerging trends. External constituencies like the Advisory Councils inform Northern faculty, staff and administration on workforce needs and demands across fields. Through these discussions, needs and collaborations emerge. The COE 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 challenges in their fields.

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

We publish our mission and vision, philosophy, and statement of purpose in our catalog, student handbook, faculty handbook, staff handbook, website, and through a variety of electronic and print media. Strategic plans are available to Northern 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 our commitment to quality and community-based learning, economic development, and cultural purpose. The statements are supported by core values that outline the strategic goals for the institution.

Vision: Northern is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

Mission: The mission of Northern is to ensure student success by providing access to affordable community-based, learning opportunities that meet the educational, cultural and economic needs of the region.

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 and four-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 educational offerings.

Northern uses advisory councils, surveys, focus groups and evaluations of courses, programs and services to garner feedback on expectations of current and potential students. Academic Affairs and Academic Support uses the information to guide changes 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.

5P4 Seeking future opportunities

In 2013, the President began the process for creating the Office of Institutional Advancement (OIA). The Office was created in response to the following institutional needs:

- Develop and execute a comprehensive Capital Campaign that 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;
- Coordinate and execute an annual comprehensive legislative strategy that yields an increase in state appropriations.

For efficiency purposes, the OIA was created through the reorganization of existing departments. The OIA was 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 we impact the local economy, workforce, and K-12 educational sectors.

The division is overseen by the VP of Institutional Advancement to ensure a strong link with the administration. The reorganization allows multiple departments to work more collaboratively to enhance our image, reputation, and infrastructure for the purposes of securing and sustaining the resources necessary for us to fulfill our mission. See the organizational chart on summary for a list of the division's departments.

5P5 Making decisions

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

Table 5.4

Committee Name:	Executive Team
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
Chairs:	Vice President for Academic Affairs & Provost
Meeting Schedule:	Bi-weekly
Composition:	Academic Deans, Dean for Academic Support, Registrar, Librarian
Committee Name:	President's Cabinet
Chair:	President
Meeting Schedule:	Bi-weekly
Composition:	Executive Team, Deans Council, Department 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 5.5

Committee Name:	Facility and Finance/Audit Committee
Meeting Schedule:	Monthly
Purview:	Institutional Budgets and Audits, Facilities
Committee Name:	Executive Team
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 established to address the state's achievement gap and national ranking in postsecondary degree attainment. Our student demographics (academic and social), position us 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 forced institutions across the state to better understand success at micro levels. As a result, the Provost has established the PACDAAR, a committee chartered to review longitudinal College data and explore the implications that the funding formula has on Northern. 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. We have since conducted training on the use of DataMart and adopted a policy that governs its access.

We have chartered a Strategic Enrollment Management Committee 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.

We have developed a bi-monthly newsletter – *The Northern Eagle*. The publication is disseminated campus-wide via email broadcasts and hard copy and includes staff updates, showcases the work of students, faculty and staff, and includes a listing of upcoming events.

We have also purchased six flat-screen televisions that are strategically located throughout the campus. A team of representatives from each department updates the screens. The screens are used to showcase the work of students, faculty and staff, display upcoming events; and include a listing of events on campus.

Northern 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 personnel. All events linked to the institution 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 our legislative efforts.

Our commitment to fund such a priority has been integral to enhancing communication among College personnel and across the region. Over the past three years, we have nearly tripled our marketing budget. This increase includes the funding a designer position. Periodically, the President disseminates a morning

message shared via email broadcast. The message celebrates accomplishments of the institution, highlights events/milestones of the prior week, and shares information about upcoming events.

We have also implemented executive procedures and institutional policies that facilitate enhanced communication campus-wide. This includes campus vetting of institutional policies. All policy revisions and proposals are required to undergo a 30-day campus vetting period. We have completed a 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, we invited a contractor to lead a campus-wide strategic visioning workshop. The eight-hour workshop was aimed at updating our vision and providing a forum for entire campus community to share in the process. The product of the workshop was a document entitled, *Grow with Us*.

Our 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 change.

5P9 Encouraging leadership

The Administration encourages leadership throughout the academic year via the following venues:

- **RPSP proposal development:** Staff and faculty are encouraged to submit proposals for legislative funding requests each year. These requests may ultimately fund a program or project at the Northern that addresses a strategic goal or priority for higher education in the state.
- **Securing grant funding:** Faculty and staff are encouraged and supported in securing grant funding that may address institutional gaps or support their individual development and or research. We employ a full-time grant writer who may align faculty and staff interests with funding opportunities. The Grant Writer assists faculty and staff in drafting and submitting proposals on behalf of the College.
- **Earning educational credentials/advanced degree:** Our policies encourage students to earn a degree at the institution. All employees are eligible to take up to three credit hours during the workday and up to 18 hours throughout the semester. Employees are not charged tuition for these courses. Additionally, we are funding advanced degrees for three faculty as part of its Title V project. All other employees seeking credentials from an institution other than Northern are granted reasonable release time to attend courses and complete work.
- **Internal job postings and interim placements:** Open positions are announced internally before external applicants are considered. This allows internal staff opportunities for advancement within the College. Internal employees are also eligible for interim placements when a vacant position must be filled immediately.

5P10 Succession planning

In order to provide continuity, all changes to the vision and mission are approved by the Board of Regents and become a part of the institution's history. These statements become the basis upon which the Board evaluates the success of the administration, specifically the President.

Strategic plans for each of the departments are living documents that become part of our ongoing work. Each year, the vice presidents are required to report on these plans, making them part of the institution's history. Changes in leadership may prompt a review in the plans but these changes do not prompt an abrupt change in departmental or institutional planning.

RESULTS

5R1 Measures of Success

We design 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 measure areas that faculty will need to strengthen for consideration of promotion and tenure, and provide a useful framework for faculty development and 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 our 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. Feedback on this effort is provided in the Staff and Faculty Survey. The Director of Institutional Research gathers, analyzes, and reports this data to the Office of the President and Board of Regents.

The fourth measure is our strategic planning efforts. Currently, each college and department has a three-to five-year strategic plan aligned with our strategic vision and mission. These are discussed in Category 8.

5R2 Leadership results

Staff and faculty performance evaluations are mandatory for each of our employees. The results are collected and reviewed by the vice presidents and Human Resources. The President and Board of Regents approve final recommendations for rehire based on evaluation results. The Board of Regents performs the President's evaluation.

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 5.6

	2009	2010	2011	2012	2014	Improving= decreasing %
Adequacy of college policies in meeting needs of faculty/staff in regard to salaries, etc.	60%	66%	84%	78%	61%	Y
Fairness of college policies in regard to salaries, promotions & grievance adjudication	60%	63%	80%	74%	59%	Y

	2009	2010	2011	2012	2014	Improving= decreasing %
Opportunity to give input into the budget through program/unit reviews	51%	46%	77%	57%	56%	Y
Awareness of the College's budgeting process	51%	46%	77%	58%	53%	Y
Articulation of policies, vision, priorities by college leadership	41%	46%	67%	50%	49%	Y
College acknowledgement of faculty and staff contributions to college mission	37%	36%	56%	47%	35%	Y

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

Each summer, our BOR hosts a planning retreat along with the Executive Team to identify new Legislative priorities. This three-day retreat is an opportunity for College Leadership to communicate and review current strengths and challenges.

5R3 Comparisons

Examples of results that summarize how we compare among other comprehensive universities in the state with regard to leadership and communication are:

- Table 3.8: Percent of Graduating Seniors Satisfied with Their Overall Experience
- Table 5.7: Student Satisfaction with their Educational Experience (NM CUP Report)
- Figure 5.1 and 5.2: Student diversity

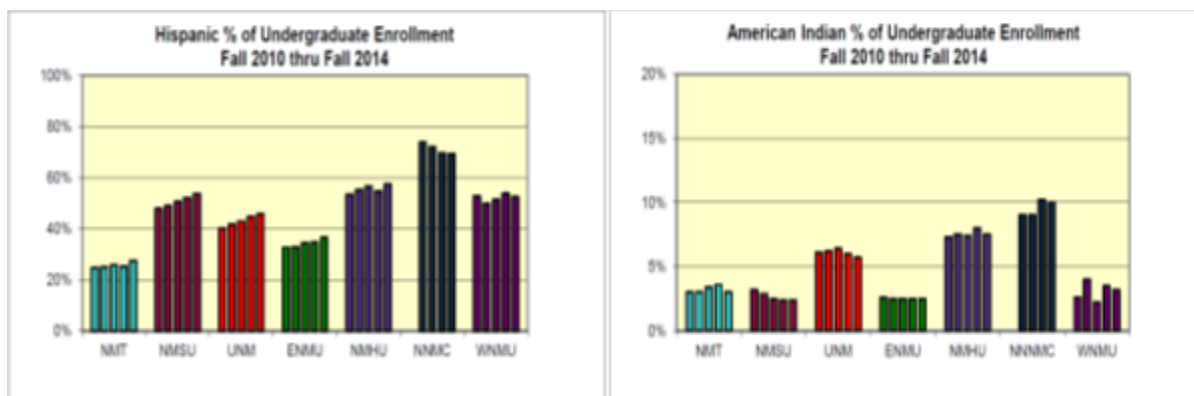
Table 5.7: Graduate Satisfaction Survey

% Satisfied or Very Satisfied with:	2011-12*	2012-13	2013-14
Curriculum and Instruction	73.9	87.6	85.8
Student Support	75.8	85.7	82.8
Overall with Institution	72.8	90.5	85.5

In the NM CUP Report, all institutions report on the ethnic distribution of their students. While all groups are important, special attention is paid to Hispanic and American Indian percentages since these two groups represent the highest percentage of traditionally underrepresented groups in NM.

The following charts show five-year trends. The Hispanic and Native American percentages at Northern are higher due to location in the state and in student interest in certain programs.

Figure 5.1 and 5.2 demonstrate Hispanic and American Indian Diversity of Undergraduate Enrollment (from Table 7 in the 2013 and 2014 PEP reports).



IMPROVEMENTS

5I1 Improvements

Over the past several years, we have implemented several processes and organizational structures that have enhanced communication and leadership. These changes are systematic and have been communicated campus-wide. Changes included:

- The establishment of five academic colleges, each reporting to a dean. The five colleges report directly to the Provost who oversees academic planning. The deans are responsible for relaying pertinent information among their faculty and leading their college's efforts in addressing strategic priorities that fall within their oversight.
- Organization of internal and external communications to provide increased information sharing among staff, faculty, students and key stakeholders. These upgrades have also provided more venues for staff, faculty and students to communicate amongst themselves. We have centralized all global email (broadcasts) distributions in the OIA. These efforts provide for consistency and accuracy in information sharing while helping to capture feedback on information style, accuracy and frequency. The OIA is also responsible for external distribution of information via press releases and the Eagle Newsletter, which reaches over 1,500 community leaders and alumni. The OIA distributes two press releases weekly and at least one newsletter per month.
- Beginning in January 2015, we launched a website action project aimed at updating content, training content contributors and addressing all state and federal information dissemination requirements.

5I2 Culture and infrastructure support

As noted in 5P7, we have developed a robust committee structure that allows for campus community input at various levels. All institution-wide changes that impact the academic units at that 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:**

The most recent action projects that support Category 6 are: 1) the Facilities Department action project to improve reporting, and 2) the Campus Safety and Security project.

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

Our 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 maintenance software vendors to evaluate the most effective system for processing improvements, with special considerations for ease of implementation and user training. The PIT compiled the research and selected MPulse, which was then approved for purchase and installation.

Primary staff were trained in MPulse and the system was operational until we moved to a Sharepoint system. 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 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. The "reply to requestor" objective is met by providing communication directly to the requester, thus validating 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 our geography and community, including: fires, earthquakes, break-ins, and bomb threats. The Campus Safety and Security action project provides a framework for us 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 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 staff, residents, visitors, and property in a respectful manner at all times. We foster a working relationship with area law enforcement and other local emergency responders (e.g. an active shooter training by area law enforcement was offered for all employees in Spring 2014). Additionally, a bond item was passed this year that provides funds in the amount of \$2 million for safety and security.

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

We have systematic and proactive processes to identify the support service needs of our students and stakeholders including surveys, focus groups, and the following feedback mechanisms:

- 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.
- We gather feedback from online students through course evaluations for online classes.
- 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 Satisfaction Survey conducted each year (e.g. FSSE in 2013).
- Last year, we implemented an intrusive advisement model that links all incoming freshmen and transfer students to an academic adviser. These students are not allowed to register for courses or modify their schedules without consultation. Students are required to meet with their adviser at least three times throughout the semester. Advisers are required to document the issues or barriers that arise when meeting with students. These overarching barriers or needs become institutional priorities - new staff, services, grant opportunities, and policy and process improvements.
- Ongoing data review of student performance is a major contributor to identifying student needs. Student performance, persistence, retention and enrollment data often suggest the need for additional modifications or extensions to support services.
- The following activities allow for stakeholder feedback.
 - Legislative committee presentations and planning sessions
 - Community gatherings and public comment sections of Board meetings.
 - Quarterly Foundation Board meetings.

The above feedback mechanisms give managers at all levels the ability to identify and address key support issues and critical situations quickly and proactively.

- Vice presidents present and report on data collected from ad-hoc committees, surveys, environmental scanning, best practices, faculty, student and key stakeholders to the Executive Team. In response, all parties collaborate to design responsive action plans.
- We determine key work process requirements at the program, department, college, and institutional levels through process flowcharting and other quality and project management tools. Strategies incorporating data gathered from students and other stakeholders are used as appropriate.

Key requirements for all processes emphasize student and stakeholder service and satisfaction with an ultimate outcome of 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

In addition to the mechanisms listed in 6P1, College-wide committees help us provide 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 our mission. Each is integrated into the budgeting processes.

Our annual budgeting process provides all departments with an opportunity to address gaps in administrative support. These positions are often represented by department deans or directors in conjunction with the overseeing vice president. New positions may be created or budget for existing positions may be repurposed to address needs. Outside of the budget planning process, we provide a process for reclassification of staff that allows supervisors to repurpose and expand upon existing positions.

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

To keep up with the needs of other stakeholders, we utilize advisory groups representing local businesses, vendors, community groups, and other key stakeholders. The College is also well represented by faculty and staff in the area by professional, service, regional, and community organizations that provide us 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

We are committed to providing a safe campus and workplace for our students and employees. Campus security is the responsibility of the College's Safety and Security Office. College facilities are for the use of faculty, staff, and student populations. We do not have dormitories and the campuses are comprised primarily of commuter students. Consequently, security and access problems are greatly reduced. Campus walkways and parking lots are well lit at night, reducing secluded or dark areas that could compromise safety.

Evening security guards conduct periodic checks of campus facilities and are available to investigate any suspicious activity and 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. We take all crimes seriously and are trained for the 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.

We work 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 we are providing a safe and healthy work environment conducive to individual growth and productivity.

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

Northern'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 public minutes, town hall meetings, Convocation, *The Northern Eagle Newsletter*, and other departmental and campus publications.

6P4 Day-to-day management

Key student and administrative support services and processes are managed on a day-to-day basis through collaboration among students, faculty and staff. Supervisors help achieve institutional goals and meet each unit's missions and needs, monitor and manage the climate of the unit, establish good communication, foster teamwork capabilities and group resources, coordinate work activities and the recruitment, orientation and training of staff members, conduct and coordinate performance appraisal of staff, consider staff's personal and professional welfare and promote active problem solving. Supervisors and staff work to ensure students' and stakeholders' needs are met through methods that enhance academic programs, help students learn, and increase student and stakeholder satisfaction.

Examples of these efforts include:

- The SEM Team conducts 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 processes such 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 IT Services and provided to the VP for Finance and Administration. This data is then shared with the Executive Team for informational purposes.
- Within Academic Advising, daily interactions between the advisor and the student are documented through an e-mail trail and in DegreeWorks (we are currently in the process of implementing this online student academic management system). The DegreeWorks tool is available to all faculty members and select student support activity employees.

6P5 Documenting support processes

Northern's VP for Finance and Administration prepares and presents a financial report to the Board of Regents and the College community at each monthly Board of Regents meeting. The financial report includes the quarterly Fiscal Watch submitted to the New Mexico 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.

We have created and continue 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 proactively. Operating metrics are linked to the institutional budgeting process that enables us to respond quickly to the need for additional staff or support services and resources. In addition, we encourage knowledge sharing, innovation, and empowerment through our extensive committee structure, communication networks, town hall meetings and convocations, publications, and meeting minutes for College committees broadcast via email and posted on the web. Students and external stakeholders provide input through emails, surveys, and focus groups as well as through walk-ins, by phone, mail and via Facebook.

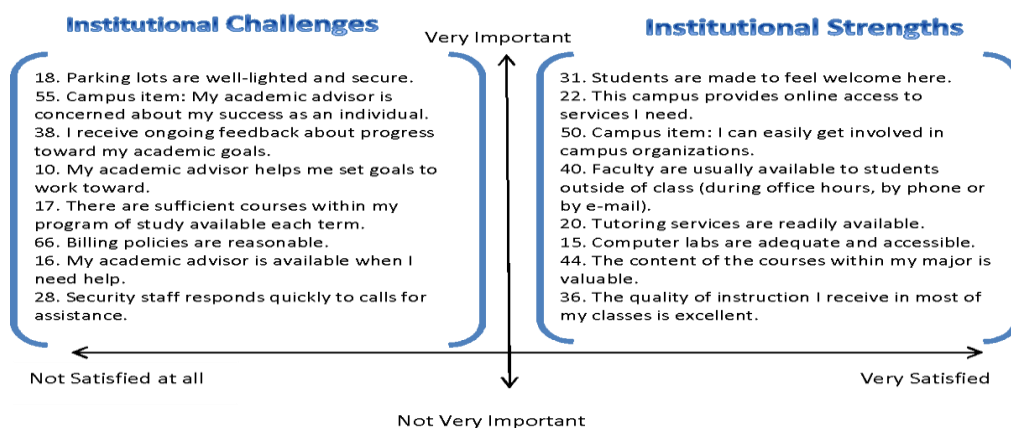
RESULTS

6R1 Measures of student and administrative support service processes

The primary sources of data measured relative to student and administrative support services come from the following surveys: Noel-Levitz® SSI (NLSSI), NNMC Student Satisfaction Survey (SSS), and the Staff and Faculty Satisfaction Survey (SFSS).

The NLSSI was distributed in 2012 in order to establish baseline data and will be redistributed for follow-up every three to four years to establish trends. The SFSS is distributed annually. In Spring 2012, the NLSSI was distributed to 465 randomly-selected students. The NLSSI asks specific questions related to the following focus areas: student-centeredness; instructional effectiveness; safety and security; academic advising effectiveness; admissions and financial aid effectiveness; campus services; registration effectiveness; and campus climate. The President's Cabinet and AQIP improvement teams focus on the top five institutional challenges and strengths (highest level of importance and highest levels of

satisfaction and dissatisfaction as reported by students).
Figure 6.1



The SSS and the SFSS have been distributed annually since 2008. The surveys ask questions related to the following support services (Table 6.1):

NNMC Student Satisfaction Survey	NNMC Staff and Faculty Satisfaction Survey
Admissions, Registrar, Financial Aid; Advisement services; Bookstore services; Cafeteria and food services; Career services; Computer labs; Facilities and maintenance; Frequency and use of support services; Information technology services; Library services; Safety and security services; Tutoring services;	Bookstore services; Business Office services; Cafeteria and food services; Information technology services; Facilities and maintenance; Frequency and use of support services; Human resource services; Institutional research services; Institutional advancement services; Payroll services; Safety and security services; Switchboard and telephone services;

Student responses are reviewed and analyzed and by the President's Cabinet, appropriate units, departments, deans, directors, and AQIP teams. Results are shared via the website, unit and departmental meetings, convocations, and other venues as outlined by the Communications Office. Input and feedback on the results and analysis is sought and encouraged from all members of the College community. Institutional KPIs, action projects and priorities are created in response to the results of the surveys.

6R2 Performance Results

The following measures of key student support service processes are provided in Category 1 and Category 3 and include the following:

- Library services metrics
- NSSE Student Satisfaction Survey responses
- ACT and Noel Levitz survey results
- Tutoring and Writing/Math Center metrics

The 2013 NSSE Survey provided an opportunity to measure the amount of support that students (first year and seniors) feel we emphasize to support their success. Note that SW Public is Southwest Public schools, which was identified as our comparison group.

Table 6.2a: NSSE 2013 Question "How much does your institution emphasize the following?"	"Quite a bit" and "Not very much"	
All First Year Students	NNMC	SW Public
Providing support to help students succeed academically	72%	80%
Using learning support services (tutoring services, writing center, etc.)	86%	79%
Encouraging contact among students from diverse backgrounds (social, racial ethnic, religious, etc.)	57%	60%
Providing opportunities to be involved socially	71%	74%
Providing support for your overall wellbeing (recreation, health care, counseling, et.)	71%	74%
Helping you manage your non-academic responsibilities (work, family, etc.)	72%	46%
Attending campus activities and events (performing arts, athletic events, etc.)	72%	70%
Attending events that address important social, economic or political issues	58%	55%
Table 6.2b: NSSE 2013 Question "How much does your institution emphasize the following?"	"Quite a bit" and "Not very much"	
All Seniors	NNMC	SW Public
Providing support to help students succeed academically	60%	74%
Using learning support services (tutoring services, writing center, etc.)	54%	68%
Encouraging contact among students from diverse backgrounds (social, racial ethnic, religious, etc.)	38%	52%
Providing opportunities to be involved socially	45%	67%
Providing support for your overall wellbeing (recreation, health care, counseling, et.)	25%	33%
Helping you manage your non-academic responsibilities (work, family, etc.)	34%	33%
Attending campus activities and events (performing arts, athletic events, etc.)	51%	58%
Attending events that address important social, economic or political issues	28%	47%

NNMC Student Satisfaction Survey surveys ask students to self-assess their frequency of use of selected support services. Similar analysis of the NNMC Staff and Faculty Survey are also compiled.

Table 6.3

Percent of students who used the following facilities and services occasionally (weekly) or frequently (daily):	2008	2010	2011	2014
How often do you use (visit) the Campus Library?	53%	69%	66%	74%
How often do you use (visit) the Campus Bookstore?	75%	71%	50%	49%
How often do you use (visit) the Cafeteria/Food Services?	53%	58%	45%	54%
How often do you use Tutoring Services?	38%	40%	31%	37%
How often do you utilize NNMC's Campus Security?	43%	20%	14%	19%
How often do you read NNMC's Newsletter?	33%	42%	48%	35%
How often do you access NNMC's Website?	27%	79%	89%	91%

These survey results and other services are supplemented by individual process measures. Table 6.4 Contains examples of process measure for services and activities on campus.

Table 6.4

Program Activity	Examples of Process Measures	Assessed by
Tutoring and Writing /Math Center Services	# of students # of courses # successes	Sign in sheet Academic records
Library Services	# of students # of visitors # meeting rooms utilized	Usage statistics: door & headcount, room reservations, research consultations, interlibrary loans
Cafeteria Services	# of customers Revenue # of campus catering events	Daily receipt tracking Daily deposit Invoices
Community Buy-In	# of prize sponsors \$ of in-kind contributions # partners	Foundation records
Measuring Participation	# students enrolled # students receiving student services	Banner database Sign-in sheets (Advisement, Financial Aid, etc.)

Program Activity	Examples of Process Measures	Assessed by
Implementation Activities Community Awareness Parent Support Prizes	# events with booths; # media events # newsletters # prizes distributed to students	Recruitment logs Weekly radio show (# of calls) Communications Office Student Life Office

For example: In 2012-13 there were 460 tutoring sessions and 245 of these sessions were duplicated counts. The tutors spent 673.5 duplicated hours with these students. 149 students (duplicated) passed and (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 data points not included in the analysis due to names and ID numbers that did not correspond.

Table 6.5: Tutoring Data	Students served	Number of Tutors
2012	152	9
2013	1262	18
2014	925	19

6R3 Performance results for administrative support services

Measures and results of key administrative support service processes are provided in Table 6.6.

Table 6.6

Process	Requirements	Measures	Results	
Human Resources	Safe environment; Training & growth; Equitable pay & benefits; Job satisfaction; Proper staffing	IPEDS HR Report; Staff and Faculty Survey; Employee longevity; Benefits; Retirement plan participation; Tuition waiver participation; In-house training	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	
Finance	Financial growth and stability	Total revenues and investment returns*	IPEDS FY	Total Revenues and Investment Returns (IPEDS Core Revenues)
			2008-09	\$ 25,825,473.00
			2009-10	\$ 27,551,446.00
			2010-11	\$ 31,783,978.00
			2011-12	\$34,467,047.00
			2012-13	\$30,650,128.00
			2013-14	\$24,408,921.00

*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

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

- The VP of Academic Affairs and Student Services Advising use student usage surveys to measure services in Career Services, Library, Student Resources, and Academic.
- SEM 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.
- SEM utilizes email and postal correspondence to track communications with students 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, FTEs, and quarterly activity reports collected for internal office management, to detect trends that may result in workload shifts or additional staffing.
- Tutoring and study skills programs collect usage data. The ARC tracks student contacts, accommodations, and quarterly activity reports to measure responsiveness, impact, and to improve services.
- We employ 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.

We use the following mechanisms regularly for monitoring the effectiveness of our 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:** We contract with an outside source to test and validate system vulnerability. These tests are primarily related to Peripheral Component Interconnect compliance but also serve as an additional function to ensure we have 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:

- Northern created an Institutional Advancement Office. This office provides the following grant writing and sponsored-project administration services:
 - 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 institutional grants
- Furthermore, we 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 Office of Finance and Administration reviewed and improved processes in accounting by reducing the number of accounts designated per department. In 2013, the number of fund accounts was reduced from 378 to 130. Organization accounts were reduced from 222 to 185.
- A Safety & Security Office was developed and is fully staffed and operational. The Office of Finance and Administration was reorganized and is now effectively staffed to improve processes in cash payments, reimbursements, grants and budgeting.
- We 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). These initiatives create a solid foundation for effective day-to-day operations.

6I2 Culture and infrastructure support

To improve our current processes and systems for leading and communicating, we have formed various councils and committees to examine and improve existing academic and administrative processes. These groups focus on academic quality improvements and aim to create innovative programs that meet the evolving needs of the community. By taking a community-based, participatory approach to developing infrastructure, we recognize the unique strengths that each campus entity brings to Northern as a whole. Our culture is recognized and integrated in the adoption of the following nine key principles: recognizing the community as a unit of identity; building on strengths and resources in the community; facilitating collaborative and equitable partnerships in all phases of development; promoting co-learning and capacity building for all partners; balancing research and action for the mutual benefit of all partners; emphasizing local relevance of community problems; involving systems development in a cyclical and iterative process; disseminating knowledge and findings to all partners and involving partners in the dissemination process. Maintaining effective community-based programs involves a great deal of work, support and dedication on behalf of the campus and regional community.

AQIP Category Seven, MEASURING EFFECTIVENESS

Overview

We have made satisfactory progress in the collection, analysis, distribution, and use of data and information to manage the institution and drive performance improvement. We continue to build and

utilize our database using Banner by Ellucian, and we continue to train and develop staff to enter, extract and analyze this data. We have also developed interactive DataMart, which is now offered to key users to facilitate data mining and analysis. We have researched, selected and invested in standardized assessment instruments in an effort to refine and develop internal assessment efforts. In 2011, we developed a data management team and new Data Management Policy. We also identified a new peer group, which NMHED uses for comparative purposes, as an appropriate benchmark.

Northern works closely with the state's Higher Education Department, the Council of University Presidents, the Accountability Work Group, and the Public Education Department to develop useful and valid performance measures. Our institutional Researcher was appointed to the State Technical Committee to consult with committee representatives from various community colleges, branches and research universities, and assist in the development of the new State Funding Formula.

We have implemented new system back-up procedures and monitoring efforts. In 2012-13, we purchased, installed, and trained for the use of a new phone system (ShoreTel) in order to improve reliability, communication capabilities and efficiency. IT staff continues to develop and improve procedures for responding to IT needs and. Methods of monitoring institutional need and tracking IT responses are being measured and continue to be improved. Similarly, the IR office is tracking responses and institutional data needs and satisfaction.

In 2011-12, the Provost and Vice President for Academic Affairs delegated an institutional committee to review and monitor data reporting efforts. The Provost's Advisory Committee on Data Acquisition Analysis and Reporting (PACDAAR) was instrumental in the development of DataMart. The committee also drafted data policies to ensure that institutional data is carefully managed and wisely used. The policies cover five areas: data administration, data access, data usage, data maintenance, and data security. Operational data such as that held by the Offices of the Registrar, Institutional Research and Banner System Administrator is covered by these policies. Other research data, scholarly work of faculty or students, and intellectual property are not covered. After development of DataMart and the Data Policy, the PACDAAR concluded.

Our Data Management Team (DMT) consists of the Institutional Researcher (IR), the Web Administrator, the IT Director, and the Banner System Administrator. All data requests are submitted via the data request form and reviewed by all members to increase efficiency. Increased communication has reduced workload and the data request form has provided a mechanism for tracking and reporting jobs. The DMT has also assumed the duties of the PACDAAR to review and monitor data reporting efforts. The committee has developed a charter and updated the data request form.

PROCESSES

7P1 Selecting, managing and distributing data

Northern 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 to support student learning, overall institutional objectives, innovation and continuous improvement. Budget indicators tracked include tuition, total revenues and investment returns, core expenses by function, and market growth. The Data Management Team is designed to improve data quality by ensuring data accuracy, accessibility, consistency, and completeness. The goals of the initiative include:

- Establishing standard definitions for key Institutional metrics
- Establishing a data policy that aligns reporting across the institution
- Delivering key reports in the short term
- Improving accuracy of existing reports
- Standardizing data definitions and elements
- Delivering consistent reports on key performance indicators
- Providing limited access to key approved users

Faculty are responsible for implementing the assessment processes and reporting the results annually. Assessment reports from each college are submitted and reviewed annually. Faculty continue to have the primary responsibility of collecting and compiling student learning outcomes. The management tool, WEAVE online, continues to be available to the campus where data collected in previous years remains available for review. We are currently seeking a new online repository of data that will allow Northern to collect and data using different parameters required by various program accreditation agencies. Accordingly, data collected separately from different software data programs will be combined into one data source that informs our practices and helps provide the necessary information to complete reports required from accreditation agencies.

The Information Technology Services division provides support and consultation services, and 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 guides growth and support increasing planned work efforts.

7P2 Data supporting planning and improvements

We utilize a variety of technologies and processes to select, manage, and distribute data and performance information to support planning and improvement efforts.

Core Component 5D

We work systematically to improve performance by evaluating and documenting evidence of performance in participation with state committees and in reporting to the Council of University Presidents' Accountability Work Group publication of an annual Performance Effectiveness Report. We learn from operational experience and apply this learning to improve institutional effectiveness, capabilities, and sustainability by setting targets and using benchmarks. All Performance Effectiveness Data is reviewed by legislative committees to encourage improvements in our performance measures.

We use Banner, an administrative software application developed specifically for higher education institutions by Ellucian Higher Education. Banner maintains student, alumni, financial and personnel data. It consists of five integrated systems: general, finance, student, financial Aid, and human resources. Systems are integrated through a common database. Data is stored in an ORACLE database and accessed through Banner. All Banner users share the database across departments, making record maintenance more efficient in tracking students from initial application through graduation. The Banner interface simplifies data access for all users, resulting in consistent access that does not require extensive technical knowledge. Access to data is granted through a permissions system that respects the confidentiality and complexity of the information stored in the database. Banner provides the features needed for processing student information (admissions, registration, e-learning etc.), human resources information (employee

Category 7: Measuring Effectiveness

benefits, salary/deduction history, etc.), financial aid information (need analysis, packaging, etc.), and finance information (general ledger, accounts payable, accounts receivable, etc).

Customizable reports are provided by the Data Management Team via our Institutional Data Request Form. The DMT was designed to minimize duplication of efforts and improve communication between data stewards and the College community. The Data Request Form is available online and provides a mechanism for gathering pertinent information related to the requester's research question. This request form also provides measures on number of requests and turnaround time.

7P3 Determining data needs

Northern's management provides leadership for reviewing, evaluating, and recommending strategies, plans, policies, and standards in support of our goals. The DMT assists the academic departments, colleges, and other areas to select, manage, and distribute data and performance information to support planning and improvement efforts. Selection and evaluation criteria are based on the value of projects measured against our mission and vision. This ensures that standards are identified and consistently applied across the institution, 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

Northern is a member of the NM CUP. The CUP directly responds to the expectations of policy makers and other concerned citizens by publishing an annual Performance Effectiveness Report designed to comply with the requirements of the AGA. The report describes each university's AGA performance goals and offers additional accountability information. The CUP has identified a set of common indicators of university quality and effectiveness. These indicators measure the progress of state universities in meeting performance expectations. We focus attention on these indicators to promote the improvement of higher education and the achievement of goals. Indicators are organized into the following comprehensive categories: effective and efficient use of resources, accessible and affordable university education, student progress and student success in our universities, and academic quality and a quality learning environment. A common set of performance measures has been selected to provide a means by which each 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 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 upon broad-based surveys of our constituencies administered on a cyclical basis. These surveys provide information for reviewing and enhancing programs. Information includes students' satisfaction with undergraduate experiences (through a survey of graduating seniors).

Performance indicators such as retention, persistence, and graduation are analyzed and reported to the executive team on a regular basis and crucial parties are included in the planning, development and monitoring of process improvement efforts. Institutional analysis of performance begins at various committee and council meetings (e.g. Executive Team, Deans Council, President's Cabinet, SEM Committee, AQIP Action Project Teams). Presentations of evaluation reports and discussions of results involve vice-presidents, deans, chairs, directors, committees or councils, and provide the basis for strategic planning.

7P5 Determining comparative data

The primary sources of comparative data for postsecondary education institutions are the U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, and Integrated Postsecondary Education Database System (IPEDS). Comparisons are made between Northern and our peers, which include New Mexico community colleges and universities.

As mentioned in previous categories, we participated in the NSSE and FSSE for the first time in 2013. In 2009, we participated in the ACT Student Opinion Survey. In 2012, we participated in the Noel Levitz Student Satisfaction Inventory. In 2010-2011, Northern became a member of the National Student Clearinghouse (NSC), 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 student degree information. 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 administrative areas including academic verification and transcript ordering.
- **Academic Support:** Only the Clearinghouse offers access to nationwide postsecondary enrollment and degree records. Through its educational research service (Student Tracker), the Clearinghouse enables educational institutions and researchers to study postsecondary enrollment.

Additionally, the NSC 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. NSC services facilitate our 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 we currently provide data and the type of data provided. Each organization in turn provides us with summary data for comparison. These measures are reviewed by senior management as part of the strategic planning process and tracked to support organizational improvement. We assure that all public data is accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

Table 7.1

Annual Reports	Measures
IPEDS	Institutional characteristics, completions, and 12-month enrollment components, human resources, fall enrollment, finance, student financial aid, graduation rates, and 200 percent graduation rate 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.
HLC	AQIP-based accreditation data
NAIA	Athletic scholarships, Athlete GPA.

Annual Reports	Measures
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	FTE 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 repaid by students, percent of student body receiving aid, diversity of undergraduate students, Hispanic and American Indian diversity of undergraduate enrollment, transfer students from NM 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 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.
NCS	Enrollment and degree information.
NM: NMHED, NMDOL, NMPED	New Mexico 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, we identified a new IPEDS Comparison Peer Group. Northern has undergone a series of changes that have made it necessary to consider a new peer group. These changes include: change of mission from a community college to a four-year college; designation as a NASNTI (10% or more Native American population served), and highest degree offered (addition of bachelor's degrees). Using the IPEDS Data Center website, we narrowed the list to 46 institutions using the following criteria:

- Miscellaneous: Title IV participating, U.S. only
- Sector: public, four-year or above, public, two-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, Rocky Mountains, far West

The list was then reviewed and researched by College leaders who identified schools that were also HSIs and designated NASNTI. All comparisons were supplemented with online research. In June 2011, the following list was recommended as the most appropriate comparative Peer Group for Northern. The list was approved by the NMHED:

- | | | |
|---------------------------|---------------------------|----------------------------------|
| • ASU (CO) | • NMHU | • Sul Ross State University (TX) |
| • Fort Lewis College (CO) | • WNMU | |
| • ENMU | • Brazosport College (TX) | |

7P6 Ensuring alignment

We take an integrated approach to ensure department and unit analysis of data aligns with our instructional and support goals. The Academic Deans and Chairs Council and the Program Review Committee assist the academic departments, colleges, and other areas to select, manage, and distribute data and performance information to support planning and improvement efforts. Organizational performance is reviewed and prioritized on a regular basis by the Executive Team as part of the strategic planning process. Our committee structure along with internal publications such as *The Northern Eagle Newsletter* is campus-wide and a significant part of communicating our targets and results with faculty, staff, and constituents. Online viewing is also available. Our annual Fact Book, Legislative Update and website are venues for sharing priorities and organizational performance with the public. As an AQIP institution, our Systems Portfolio, action projects, and support documents including Federal Compliance reports are available for public viewing on our website.

Results from internal and independent audits and accreditation-related performance reviews are incorporated into the strategic planning process. In addition to our strategic planning process and bi-monthly management meetings to review organizational performance, we utilize the AQIP Action Project process to identify, initiate, improve, and implement a systematic evaluation of improvement projects in key process areas. Improvement projects focus on our efforts in undertaking specific improvement initiatives and provide the evidence of our commitment to continuous improvement.

7P7 Ensuring system effectiveness

We employ a comprehensive approach to ensuring the accuracy, integrity, timeliness, security and confidentiality of data management systems. This approach encompasses concepts that are mission-critical in providing information necessary for good decision-making. Examples include:

Degree audit: To ensure institutional and degree integrity, we perform an initial degree audit of transfer coursework on all incoming transfer students, evaluating transfer credits for credibility and for application against our 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: We contract with an outside source to test and validate system vulnerability. These tests are primarily related to Peripheral Component Interconnect compliance but also ensure 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 Business Continuity Plan (BCP), which includes disaster recovery (DR). 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 failover take place and restore services identified in the BCP.

Continued availability of data and information is accomplished by adoption of a virtual server environment and follows industry “best practices” by completion of data backups to disk. In the event of an emergency involving data loss, data is restored from a virtualized server. Continued access to critical data and information is accomplished through the use of an external hosting site classified as a level four hardened provider. Our provider, Oracle On Demand (OOD), has redundant services built into its facilities that ensure unplanned outage risk is minimized as stated in the license agreement. Continued

access to non-critical 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 Northern's data and information.

RESULTS

7R1 Measuring effectiveness

In addition to the measures mentioned in 7P7, periodic meetings provide status reports on the following data and information that is collected and analyzed regularly:

- 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, and ticks.
- Service desk calls; total, answered, abandoned, average time to answer, # of days a ticket is open
- IR data requests: total, answered, time to complete, department and project type.
- Survey results pertaining to information technology services.

7R2 Evidence of effectiveness

All staff and faculty must request IT service via an electronic ticket system. Once tickets are received, we track the time it takes for the ticket to be closed. Figure 7.1 demonstrates the number of days an IT ticket remains open. The chart indicates that most tickets are resolved within two business weeks.

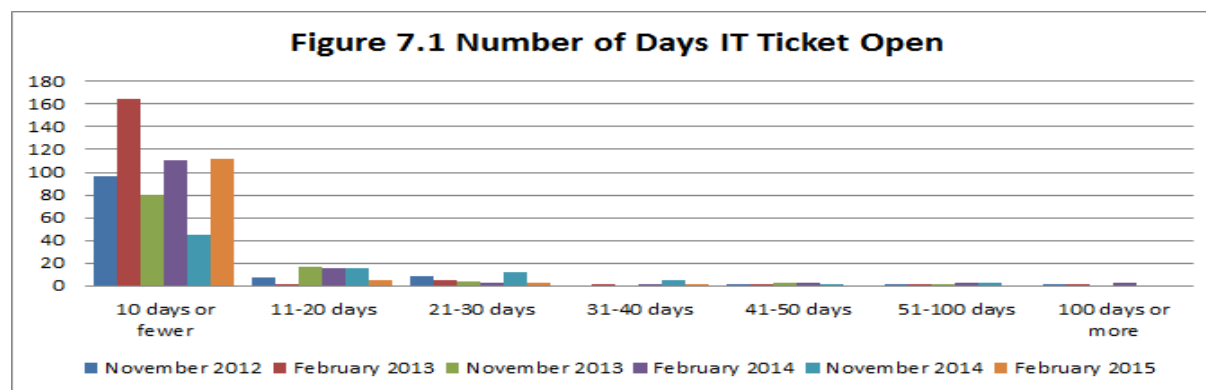
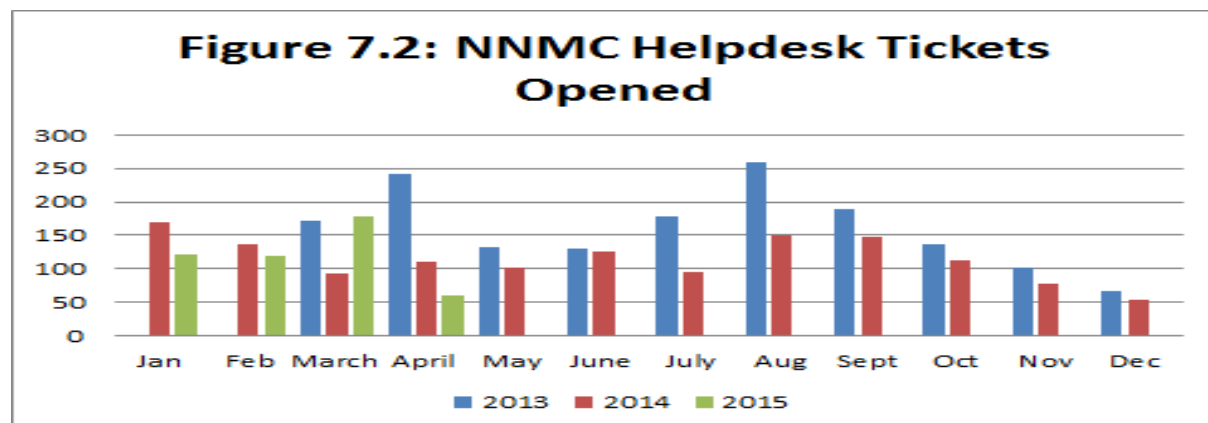
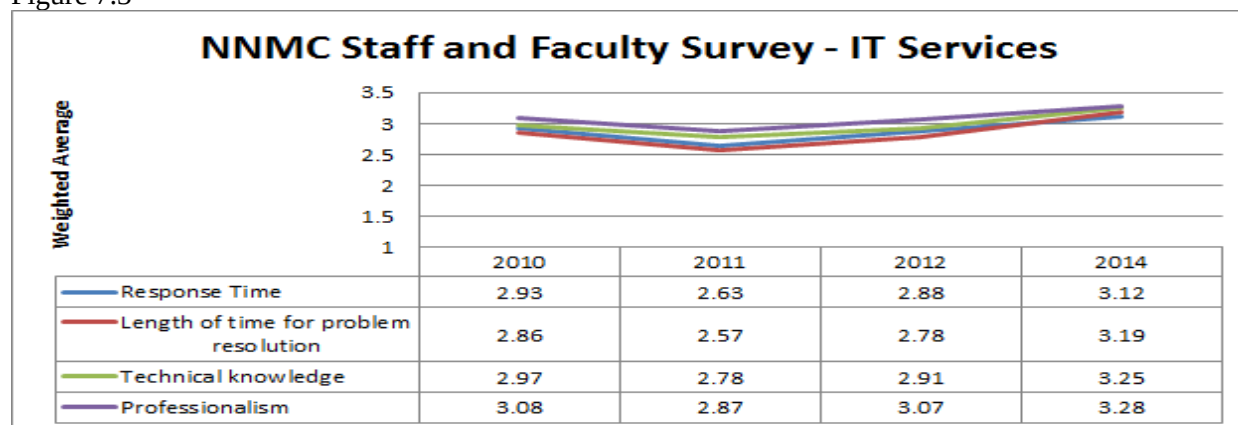


Figure 7.2 demonstrates the high volume of tickets at the beginning of each term (August, Jan) and the low volume of tickets at the end of each term (May, December). This data helps IT project needs and plan the best times for professional development, trainings, and staff scheduling.



Northern's Staff and Faculty Survey provides employees with an opportunity to give feedback on the services they receive from offices within the College. The IT office is evaluated on ticket response time, problem resolution time, and staff technical knowledge and professionalism. Respondents can score 1=very dissatisfied to 5=very satisfied. Figure 7.3 demonstrates the weighted averages over time. IT uses these results to identify areas for improvement and identify where training or support may be needed.

Figure 7.3



7R3 Comparisons

In 2006, we adopted an instrument from Terra Community College (OH) that determines how well Northern measures effectiveness. We have 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 in the most recent academic year.

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

Programs, Services, and Activities	Terra CC (2006)	CNM CC 2012 (n=41)	NNMC 2006 (n=30)	NNMC 2008 (n=42)	NNMC 2010 (n=20)	NNMC 2013 (n=13)
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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
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Programs, Services, and Activities	Terra CC (2006)	CNM CC 2012 (n=41)	NNMC 2006 (n=30)	NNMC 2008 (n=42)	NNMC 2010 (n=20)	NNMC 2013 (n=13)
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 /upgrades 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

We are 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 advisors negotiate curriculum requirements. 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. With DegreeWorks, advisors can provide interactive “what if” scenario planning, timely degree certification and support for retention and improved transfer recruitment.

The degree audit (Degree Works) trainings are underway for faculty, staff, and students. Trainings are aligned with STEM grant guidelines and facilitated by the Associate Registrar and the Registrar.

Table 7.3:

Training	When	Sessions	Trained
Student	Fall 2014	9	14
Faculty/Staff	Fall 2014	3	37
Student	Fall 2015	3 FYE courses	52

Students, faculty, and staff use DegreeWorks through Banner self-service access. There have been conflicts with maintaining this ERP system due to time-constraints and human resources in the Registrar’s office. This includes all action items that were recommended by Ellucian project management and implementation team when the “go live” phase was determined. The maintenance includes updating new curriculum

for each academic year approved by Curriculum Committee and Faculty Senate, and the security

and maintenance of users for the entire degree auditing system, archiving of the current catalog for each catalog year and scribing or programming for any curriculum changes. Progress has been slower than expected but is moving forward.

712 Culture and infrastructure support

DataMart, a robust data source that provides simple data mining and features, provides us with infrastructure that helps support informed decision-making and set performance result targets. DataMart is used to provide deans and directors with institutional and programmatic trend data. We have conducted training on the use of DataMart and adopted a policy that governs its access. Our use of DataMart continues to develop and evolve as data needs are identified. Currently, DataMart has three 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 provides two-year and four-year degree programs and is dedicated to distinguishing ourselves as a premier academic institution in the region. With the onset of strategic visioning, we affirmed our commitment to the regions' cultural roots and to advancing a new 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 the region.

We are working to map a sustainable future by reflecting on the maintenance of land-based traditions in northern New Mexico, and our mission and character, which are defined at the intersection of institutional and regional history. In alignment with the original charter of the school, we are a proudly Hispanic- and Indigenous-serving institution, with those populations respectively constituting 72 and 10 percent of the student body. The institution opened in 1909 as the El Rito Normal School and was the first in the state designed to specifically serve the Spanish-speaking population of the 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 Hispano and Native communities.

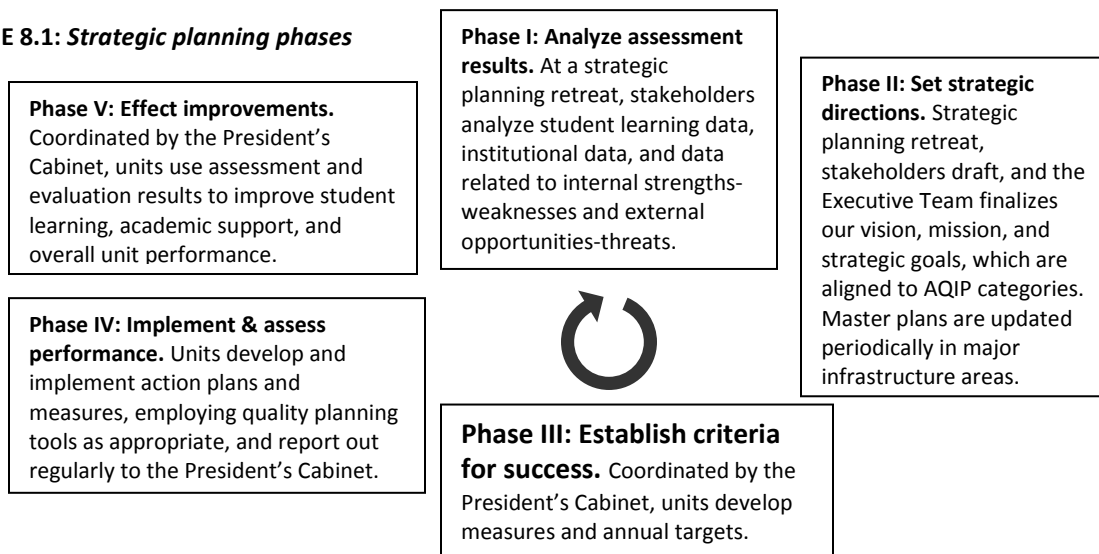
Our commitment is to create a land-based college whose hallmark is a high degree of educational excellence and a responsible and sustainable growth ratio that is in harmony with our institutional and natural resources. We aspire to create a best-of-both-worlds college where contemporary innovations embrace and build upon the enduring legacies of tradition and where traditional college curricula, content areas, and pedagogies connect with home knowledge to transform learning and discovery.

Transformation does not stop with the student experience. Owing to our high-quality educational programs, Northern is an important cultural and economic resource for the region and the state. With 14 bachelor's degrees in five academic colleges and dozens of associate degrees and certificates, Northern is poised to become an even more central force in shaping the economic and civic life of northern New Mexico and beyond in this global, multicultural century.

8P1 Key planning processes

Northern's Regents have adopted a strategic approach (Figure 8.1) and charged the Executive Team with integrating planning across the institution in five phases to take place over a three-year period.

FIGURE 8.1: Strategic planning phases



The Executive Team is responsible for Phases I-III; the President's Cabinet is responsible for Phases IV-V. The President's Cabinet meets bi-weekly and monitors the operational performance of College committees. Each committee is governed by a charter that spells out the group's purpose, membership, meetings, officers, attendance requirements, minutes, and procedures for amending bylaws. Newer committees are less formal but still governed by individual plans. The five phases listed in figure 8.1 reflect our institutional *guiding principles* and *values*.

8P2 Short-and long term strategies

Short-term strategies are addressed weekly in meetings of the Executive Team, comprised of the vice presidents and College President. Areas represented by the vice presidents include Academic Affairs, Institutional Advancement, Finance and Administration, and Human Resources. In addition, the President conducts bi-weekly meetings with the President's Cabinet whose membership is comprised of general staff including larger units such as admissions, financial aid, advisement, the library, communications, information technology, and advancement. The agenda covers issues including policies, procedures, personnel and other matters. These issues are incorporated into the Executive team's weekly agenda, thus allowing a bottom-up and top-down decision making processes to occur simultaneously. The Executive team also explores longer-term solutions, addressed during two specific academic calendar intervals at the beginning of the Summer and Spring. The Summer executive retreat addresses some of the major challenges discussed by the general staff personnel attending the President's cabinet meeting. These major strategic changes are targeted with specific objectives that require long-term solutions and are incorporated into an operational strategic plan for each of the College's major supporting units.

Strategic plan goals have been addressed by each of the academic and supporting units of the College. In the area of developmental education, math and writing courses have been revised to shorten the length and number of courses that students must complete to move into credit-bearing courses. Two colleges

have undergone extensive review by regional accreditation agencies and have received accreditation (ABET and ACBSP). The Office of Student Affairs has been subsumed under two supporting units, FYE and the Office of Student Activities, which address the cognitive and social aspects of student engagement through collaborative efforts. As the supporting units align their strategic plans, and improvement of customer service have become a main focus. The Office of Institutional Research continues to monitor and gauge progress through surveys that have been posted on the AQIP webpage (http://nnmc.edu/wordpress/?page_id=4826).

The Academic Planning Task Force (APTF) was established in May, 2013 to lay the groundwork for a formal academic planning process. The mission of the APTF is to establish the short- and long-term academic and career technical priorities of the College using budgetary and data-driven decision making processes and to inform preparation of our five-year academic strategic plan. A large and representative group engaged in meaningful discussions through surveys, focus groups, faculty-led conversations, and department meetings with the objective of developing a list of essential academic priorities to address over the next five years. These were accompanied by specific objectives, outcomes, and timetables.

In Fall 2013, the APTF focused on identifying general themes that College stakeholders considered important for academic planning. Data was first collected from students, staff, and faculty via anonymous electronic surveys. General themes were identified and distributed to the academic units for further discussion and analysis. Individual academic units identified priorities for planning. This data was further analyzed and themes were identified as priorities and used to enhance teaching and learning.

The APTF presented recommendations that were reviewed by the Executive Team along with other data to develop long-term goals. These goals were established throughout the year in two academic term retreats resulting in selecting a set of goals and changing or modifying goals. In the 2014-15 academic year, the following goals were identified: improvement of enrollment management, systematic review to reduce the number of developmental courses that prevent students from reaching gateway courses in a timely fashion; implementation of a comprehensive academic program system review that includes an annual evaluation, investigation into the regional and discipline-related issues in the various accreditation processes; development of a stand-alone student affairs area to support the academic mission through co-curricular activities; improvement of customer service based on student satisfaction surveys and expanding fundraising/grant writing opportunities. The long term goals have been incorporated into our strategic plan and communicated to all academic and supporting units. Each separate unit addresses the same basic goals but from individual perspectives and operating processes, all of which are integrated into a college-wide strategic plan. Budgetary decisions are prioritized by the strategic goals delineated from the distinct units of the College.

8P3 Developing key action plans

As illustrated in Figure 8.2, Northern supports a system of self-governance by identifying key players in three major administrative structures: The Executive Team, the Deans Council and the President's Cabinet. Short-term and long-term goals emanate from interaction and planning between and among these spheres. The President's Cabinet includes members of the Executive Team (the vice presidents and the director of Human Resources). The Dean's council is composed of all academic deans and the Provost. The President's Cabinet is comprised of members of the general staff such as admissions, financial aid, advisement, the library, communications, technology and advancement. These three major areas are illustrated by the above Venn diagram which lays out how



Figure 8.2

each of the three governing structures contribute to the decision making processes that allow the college to orchestrate its operations and develop a strategic plan.

8P4 Align the planning processes

Northern's strategic planning process is dynamic and requires communication, collaboration and establishment of specific goals by the various administrative units described above. The strategic plan is the framework that allows our entire campus to be on the same page, empowering each of the College's units to develop their own strategic plan as it fits their specific mission. As stated before, the President communicates through its various vice presidents the major goals established for the College. In turn, the vice presidents and the director of Human Resources regularly communicate with their units to execute goals through implementation of goal-setting, budgeting decisions that support the broad goals, and performance-monitoring phases of the process. Leaders identify strategic initiatives, identify performance indicators against which progress is monitored, and provide updates regarding outcomes on related priorities. These are also communicated and incorporated into agenda items discussed at the Board of Regents meetings and in Board committees. The Board of Regents continues to monitor our performance on key performance indicators outlined in the strategic plan during their monthly meetings.

Units meet with the Institutional Researcher to discuss how we address the goals and performance measures established by the Higher Learning Commission and delineated in the AQIP pathway. During the Board of Regents monthly meeting, a progress report of AQIP projects is provided and Board members have the opportunity to ask questions. At the college level, supporting units and individuals assume responsibility for overseeing particular efforts. Each division develops an operational plan and individual units develop strategic plans for addressing key priorities. Each academic department and administrative unit is responsible for outlining objectives and managing resources to support core functions consistent with the College-wide Strategic Plan. Additionally, through established processes, each unit reports on progress, performance indicators and improvements made based on assessment results related to the strategic priorities.

8P5 Selecting measures and setting targets



Figure 8.3

Northern's strategic planning process is based on a three-year cycle of establishing objectives, reviewing results, and modifying goals. There are two major components of our strategic plan. The establishment of College-wide goals used to determine learning outcomes for every academic unit has driven the first component. Course syllabi have been revised to reflect these changes. In addition, we have increased our faculty training to identify the type of assessment measures that will yield results that provide evidence for our selected outcomes. The second component, involving other supporting units such as the admissions, financial aid, student support, and FYE, have embraced strategic initiatives and are selected by individual units in support of the mission and the seven strategic goals, as described in 8P2. Operational and action plans are established by the five academic colleges, their respective department, standing Faculty Senate committees, and other committees associated with the accreditation process (CLASS and AQIP). However, every supporting unit is expected to create an action plan to produce more specific unit goals. Figure 8.3 provides an illustration of the following three year process: **Year One:** Establishment of goals by the President and Executive Team. Goals subsumed under a strategic plan by all supporting units. **Year Two:** Review of the year's progress based on established goals. **Year Three:** Evaluation and revision of goals. Areas to be examined are found below in Table 8.1.

Table 8.1: Strategic Plan Template Sample

Goal 1: Enrollment Management: Recruitment and Retention Academic Affairs Division				Progress Trajectory					
Objectives	Indicators	Expected Outcomes	NNMC Strategies	Leader	Time frame	Status	Current Budget	New Budget	Funding Priority
1a. Increase the number of students completing Certifs, AA/AS and BA/BS programs	1b. Documents growth in areas and other targeted growth areas such as STEM, Health	1c. Identify resources that will produce the expected growth in areas identified	1c. Analysis of cost effectiveness in each of the academic programs to determine the allocation of resources. CTE programs: Welding, Drafting Associate Programs: Massage Therapy Bachelors Programs: -Music, PIS	Academic Program Dir., Faculty, Chair and Dean	2015-16	On-going	N/A	To be assigned when budget discussions occur with respective unit heads	To be determined by the Executive Team in consultation with unit heads

8P6. Linking strategy selection and action plans

In order to ensure that we provide adequate funding for academic programs and supporting units, the Vice President for Finance and Administration and his staff meet with every major unit of the College to review budgets and provide appropriate distribution of resources to support operations. The budget allocations are based on the amount of funding that the legislature has appropriated for the College during its session in February and March. In April, all operating academic and supporting units meet with the financial team to review their budgets, and the head of the department makes the necessary changes in allocations consistent with the goals of the College and functions necessary to maintain core academic programs. At this meeting, the head of the unit discusses what will support staffing, equipment, and other departmental needs. Those needs are evaluated for priority during the budget planning process. In addition, the budget priorities are tied to our mission, strategic plan and other initiatives that have been identified through the AQIP process.

During the 2014-15 academic years, in anticipation of the visit by the Higher Learning Commission, we made a concentrated effort to link budgetary allocations and set priorities consistent with activities that will strengthen our retention and graduation efforts, revising developmental courses, strengthening our advisement and the creation of the FYE program. This led to creating hard money positions for employees who had previously been paid from soft money. In order to show our commitment and continuation of efforts, employees were given contracts after the end of a grant fiscal cycle. These hard-line positions were consistent with our commitment to continuous improvement and were linked to strategic plan goals. Shortfall in our based funding formula continues to be a major challenge, primarily stemming from state budget allocation rather than our budget planning process.

During the last four years, Northern has become leaner as we look for efficiency and effectiveness in every unit of the campus. In the last few years, a great deal of basic academic support demands have been

supported through grant funding. This remains an important strategy for us in enhancing our budget limitations. Faculty, in conjunction with the Office of Advancement, continue to identify potential grant funding opportunities that assist the delivery of academic services, increase STEM initiatives, and meet the needs of special populations such as the children of migrant farmworkers and students who benefit from early college experiences through dual credit and summer transition programs. Our mission to meet the needs of students by providing an affordable education is the driver of our budgetary decisions. Whenever possible, new initiatives are not put on hold due to budget constraints. Instead, reallocations within our own resources may occur that ensure support and viability of new initiatives. A more aggressive campaign for grant funding is a necessity in order to meet the needs of our students.

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, purpose, values, 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

Northern recognizes many levels of risk management and continues to address relevant risks proactively. Potential risks are identified by the Board of Regents. Regents assign individuals with specific expertise to the following committees:

- The Executive Team, whose charge is to advise Board members on College policies, governmental and external relations.
- The Audit/Finance Committee, which reviews and advises the Board on matters and policies relating to financial accounting, institutional control, risk management, fiscal management and long-range physical planning, capital projects and maintenance operations.
- The Student and Academic Affairs Committee, which is responsible for reviewing and advising Board members on issues that affect areas of academic and student affairs.

The President and Executive Team identify risks in each of their respective areas. Risks may arise through legislation, mandates, and audit findings. Risks are also identified through gauging the metrics (e.g., retention & graduation rates, increase majors in STEM fields, reduction of credit hours to obtain certificates and associate and bachelors' degrees) set by the Higher Education Department for all state public universities and community colleges. These metrics determine our performance-based funding, which supports our budgetary process and core services. These risks are communicated to the administration for discussion. Action steps are identified, incorporated into College strategic planning, and monitored by each of the administrators in each of their respective areas.

A new initiative calling for business continuity includes a Business Impact Analysis Survey allowing each unit to provide data to help identify vendors, time recovery for critical functions in the event of a unforeseen disaster, reduced customer service or endangerment to the lives of our campus constituents.

8P8 Developing capabilities

Addressing development needs for new initiatives is accomplished during planning and implementation phases. As new initiatives are developed, personnel requirements are identified as are the resources needed to make the project successful. With the installation of a new College president in 2010, Northern began a shift toward transparency in decisions and operations. As a result, more information is available throughout all levels of the campus, and administration includes the entire College community in the planning process. Approved strategies and action plans are communicated to the campus community via public meetings, print publications, emails, and employee events.

Faculty, staff, and administrators receive a significant amount of training and professional development opportunities to keep abreast of changes in the skills and knowledge required in a rapidly changing environment. Please see 4P8 and 4P9 for details on professional development.

We ensure the development of faculty, staff, and administrators through our organizational strategies and action plans via the Executive Team and Cabinet. The Executive Team meets each Monday morning to 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 deans and directors and works with faculty and staff members to map out professional development needs for the College. The following is a summary of ongoing campus-wide development:

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

Grant funding from various projects (e.g., EXITO, P'oe) along with our Developmental Studies Task Force support faculty and staff costs to attend conferences and participate in professional development opportunities. Weekly staff meetings provide time for advising, mentoring, and information sharing and help staff develop a clear line of communication and bring to light any administrative deficiencies that need to be addressed. Annual staff evaluations provide opportunities for each staff member to receive feedback from their supervisors and address specific training needs.

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.” Committees, teams, and the President’s cabinet analyze ongoing assessments based on critical metrics for each group. Annual assessments of system effectiveness have been conducted as an integral part of the “data immersion” phase of strategic planning. Indirect data derived from our annual survey results has been utilized extensively.

8R2 Performance results

The Academic Planning Taskforce at was established May, 2013 led by the deans of the Colleges of Engineering and Technology, and Nursing and Health Sciences. A collaborative process was built on our mission, vision, values and strategic goals and has engaged a large, representative group in meaningful discussions through surveys, focus groups, faculty-led conversations, and department meetings. The objectives enhance engagement campus-wide, build capacity for planning, and enhance communication to develop the essential academic priorities to address over the next five years, accompanied by specific objectives, outcomes and timelines. The College's six major goals (MG), three action projects (AP) and 13 academic plan priorities (APP) are organized according to the categories of AQIP's systems portfolio. See table 8.2.

Table 8.2: Strategic goals assignments and status

	Goal	Oversight	Action	Performance Results
Category 1 Helping Students Learn				
1.1	AP: Strengthening Assessment	CLASS	Develop & implement college wide SLOs. Develop assessment tools	Implemented SLOs in all academic colleges. Data is being collected and analyzed. Two faculty retreats offered and evaluated. Ongoing.
1.2	MG: Developmental Education	Provost	Review course offerings in developmental courses to reduce the number of developmental courses that prevent our students from reaching gateway courses in a timely fashion.	Accelerated co-requisite developmental math courses (Fall 2014) to combine two semesters to review curriculum, improve course pedagogy, and develop common grading standards. Spring/Fall 14 workshops to review math skills required to improve placement; Educational specialist hired (Spring 14). Curriculum changes based on a comprehensive study of NNMC’s developmental math program. Presented results 2015 HLC Conference.
1.3	MG: Comprehensive Program Review	Academic Deans and Chairs Committee	Develop new format for data collection and analysis to align with Academic Plan Priorities	Revise and improve current program review document.
1.4	APP: Assessment	Provost	Prioritize assessment	CLASS established systematic mechanisms to collect data.

	Goal	Oversight	Action	Performance Results
1.5	APP: State initiative for 60/120	GEC and Curriculum Committee	Reduce minimum credits required for associate (60) & bachelor degrees (120)	78% of degrees (associates and bachelor's) have been reduced consistent with national standards.
Category 2 – Accomplishing Other Distinctive Objectives				
Category 3 – Understanding Students' and Stakeholders' Needs				
3.1	MG: Enrollment management / recruitment	SEM Team	Improve enrollment strategies	Met early registration target (Spring 15): 50% of current students preregistered. Weekly enrollment report and weekly admissions report submitted to SEM.
3.2	MG: Student affairs	Student Services, Deans and Provost	Develop standalone Student Affairs area to support academic mission	Ongoing
3.3	APP: Enrollment, retention, graduation	SEM Team	Develop SAC, early alert, new student orientation and FYE	Fall to Spring Retention improvement from 68% to 81%
3.4	APP: SAC	SAC and FYE	Improve SAC services	Implemented Degreeworks, mandatory advisement for FTAC, early alert systems
3.5	APP: Online course student orientation	DE Director	Establish mandatory orientation for all new students registering for online classes	Changes in personnel have delayed progress
3.6	APP: Online courses	DE Director	Increase number of online classes offered by 3-5% by 2018.	Baseline Fall 2014=135 online courses Target Fall 2015=140 online courses
Category 4 - Valuing People				
4.1	AP: Professional Development	AP Team	Needs assessment and process evaluation; identify employee outcomes; improve staff evaluations	Needs assessment completed; Outcomes analyzed for communication and implementation
4.2	MG: Customer Service	AP Team	Improvement of our customer service areas based on feedback of surveys in student satisfaction	AP team (4.1) identified this as one of the desired trainings
4.3	APP: Online Faculty Training	AP Team	Mandatory training for faculty teaching online with Quality Matters standards	Eight full-time faculty members enrolled in Spring 15 training
4.4	APP: Instructional Design	Executive Team	Hire an instructional designer	To be determined re: 2016 Legislative session.
4.5	APP: Faculty	Executive	Establish a 3-year plan	To be determined re: 2016 Legislative

	Goal	Oversight	Action	Performance Results
	Salaries	Team	to increase faculty salaries	session.
4.6	APP: Full-time Faculty	Executive Team	Establish a 3-year plan to increase the number of full-time faculty	To be determined re: 2016 Legislative session.
Category 5- Leading and Communicating				
5.1	MG: Accreditation	Provost	2015 Systems Portfolio	Comprehensive Review May 2016
5.2	APP: Policies / Procedures	Executive Team	Update and review	Series 1000 and Series 2000 approved. Series 3000 in process.
Category 6- Supporting Institutional Operations				
6.1	AP: Webpage development	AP Team	Needs assessment; self-assessment by each unit; content development focus on academic colleges and departments first	Needs assessment complete; self-assessment rubric designed. 85% of each college / department required to participate in discussions. 100% of colleges required to submit
6.2	APP: Funding	Executive Team	Increase funding; expand fundraising /grant writing opportunities	Baseline data reported in annual CUP report=23% of total funds generated by grants and contracts
Category 7 – Measuring Effectiveness				
Category 8 – Planning continuous improvement				
Category 9 – Building Collaborative Relationships				

8R3 Performance projections

A Strategic Visioning Committee was formed in 2011 and representatives of the College were invited to contribute to its development. The Committee was co-chaired by the Director of the SBDC, who also consults strategic planning processes at a national level. The Director of Equity and Diversity also co-chaired the committee and brought knowledge and respect for the community at large. Other committee members included students, faculty, the IR Director, the ARC Coordinator and the DE Director.

The results 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—guide Northern’s development. Using traditional sustainable agricultural practices as a metaphor, we envisioned strategic planning as *Sembrando y Cultivando* (Seeding and Cultivating). Extending the “growing” metaphor, S.E.E.D.S. represents fields of development in which departments, colleges, and support services flourish. The S.E.E.D.S. of our Success Performance Objectives (discussed at the All-Campus Visioning Retreat) are: Student success and job placement; Excellence in teaching and learning; Establishment of alternative funding sources; Development of community; and Sustainability.

8R4 Comparisons

Examples of benchmarks for comparison (goals cited in 8R2) are listed in table 8.3.

Table 8.3: Examples of Strategic goals and benchmark institutions

	Comparison Institutions
1.1	There are 225 Action Projects in the HLC Action Project Directory for Higher Education Institutions seeking to improve Assessment. Benchmarks to be determined.
1.2	Five NM colleges are implementing accelerated development math programs. Accelerate Program-participating colleges including Luna Community College, NMHU, SFCC, UNM – LA, and UNM – Taos.
1.3	Many colleges/ universities have developed comprehensive program reviews. Comparisons: Georgia Southern University, Skyline College, Armstrong State University, St. Petersburg College, Moreno Valley College, Darton State College, and Georgia College.
1.4	There are 225 Action Projects in the AQIP Action Project Directory for Higher Education Institutions seeking to improve assessment. Benchmarks to be determined.
1.5	All higher education institutions in New Mexico are responding to this initiative. Comparative data will exist at the New Mexico Higher Education Department.
3.1	Our SEM Committee is participating in the Noel Levitz Webinar series, thus giving us an opportunity to compare with other Noel Levitz participants.
3.3	All higher education institutions in New Mexico collect and report this data. Comparative data exists in our CUP reports.
3.5	We will be utilizing Blackboard to achieve this goal. 75% of U.S. colleges use Blackboard.
3.6	We will be utilizing Blackboard to achieve this goal. 75% of U.S. colleges use Blackboard.
4.1	There are 66 Action Projects in the AQIP Action Project Directory for institutions seeking to improve professional development. Benchmarks to be determined.
4.2	There are 12 Action Projects in the AQIP Action Project Directory for Higher Education Institutions seeking to improve customer service. Benchmarks to be determined.
4.3	Over 550 institutions have adopted QM in the U.S.
4.5	Four NM comprehensive universities: NNMC NMHU, ENMU, WNMU
4.6	Number of full-time faculty is crucial for program accreditation. Therefore, NNMC will use program accreditation standards and program accreditation participants for benchmarking
6.1	There are 13 Action Projects in the AQIP Action Project Directory for Higher Education Institutions seeking to improve their websites. Benchmarks to be determined.
6.2	Four NM comprehensive universities: NNMC NMHU, ENMU, WNMU

8R5 Evidence of effectiveness

The effectiveness of Northern's system for planning continuous improvement is evidenced in our evaluation of strategic planning processes, academic planning processes, and Action Projects. We ensure that results inform our decisions and improve our performance. Our performance results provide further evidence of Northern's effective strategic planning. Please see Table 8.4. A utilization-focused evaluation process facilitates decision-making and exploration of options for strengthening our institution. New department-level initiatives related to college-wide performance improvement will be evaluated in 2016.

IMPROVEMENTS**8I1. Improvements**

Each Fall, strategic planning efforts occur to identify, prioritize, and assign responsibilities for improvement opportunities. The design for strategic planning and improving current processes/systems

has been updated and is illustrated above under **8P5**. For Spring 2015 semester, all units will submit their strategic plan based upon seven new goals (refer to 8P2) under the following categories: Enrollment management/recruitment; developmental education; comprehensive program review; accreditation; student affairs; customer service; Foundation and fundraising.

8I2. Culture and infrastructure help Planning Continuous Improvement

We have coordinated and aligned the planning process, organizational strategies, and action plans across various sectors. This is accomplished by developing departmental strategic plans that fall under the framework of our Strategic Vision. The table below demonstrates how the S.E.E.D.S. of the Strategic Vision are accomplished by the Priorities of the Academic Strategic Plan. Table 8.4 is an example of how we aligned S.E.E.D.S. performance indicators with academic strategic plans.

Table 8.4 Example

Academic Division Priorities	S	E	E	D	S
1: Create/maintain superior curricula, intellectual environments, policies, and programs that will attract, educate, and graduate well-prepared students.	X	X			
2: Provide resources and financial incentives to enable all faculty to perform scholarly, creative, and research activities that shape and contribute to the education of our students and to their respective fields of expertise.		X		X	X
3: Allocate resources, develop academic support, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and student body.	X	X			X
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
5: Advocate for policies and resources that improve and expand opportunities for underrepresented students throughout our service area.	X	X			
6: Develop 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
7: Practice sound management of institutional resources to continue to be a best value for our students and community.			X		X

We will achieve the academic vision by developing and promoting a distinctive identity based upon our strengths, location, cultures, and traditions; and by promoting access to success, i.e., by recruiting, 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. Northern has utilized the traditional accreditation pathway through AQIP and the Executive team supported by the general campus community aims to continuously improve as we work together to address the challenges we face as a two and four- year institution; being mindful that both structures require a concerted effort; and building upon our identity as a Hispanic- and Native American- serving institution. This pathway was selected because a scaffold based on a framework that has seven overarching goals will help coordinate our efforts to continue to build a strong and cohesive strategic plan. The AQIP and CLASS Committees will provide the coordinating structure until a new coordinating and planning structure emerges from the academic core and its supporting units. In addition, as shared governance becomes a reality based on faculty participation, the Faculty Senate will play a strong role in sharing responsibilities with our administration to make Northern a stronger, more effective institution.

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS

Overview

Northern is committed to the advancement of the region and demonstrates this through building, maintaining and strengthening collaborative relationships that contribute to our mission and directly impact the needs of students, faculty, administrators, and the broader community. We evaluate the needs of the community through various processes and measures that inform and support internal and external collaboration. The following partnership agreements are used to coordinate partnerships:

- **Formal Contracts:** A contract under seal that uses negotiable instruments as means of formal binding, such as: checks, drafts, promissory notes, and certificates of deposit.
- **Informal Contracts:** A negotiable contract resting on promises with binding intent, such as mutual assent and consideration.
- **Memorandums of Understanding:** An MOU (not usually legally binding) outlines the goals, expectations, and duties involved in the collaboration.
- **Memorandums of Agreement:** An MOA is a document written cooperatively between parties on an agreed upon project or to meet an agreed upon objective. MOAs are often used between agencies, the public and the federal or state governments, communities, and individuals.
- **Referrals to Services (Internal/External):** offered as a public service to increase access to supportive services by referring community members to organizations or agencies in the community.

We have a systematic approach to building formal partnerships, such as those governed by grants or other external funding sources. Given that each grant opportunity and external funder is distinct in nature, the process for building partnerships is adapted to meet the particular objectives of each specific partnership. A formal process for establishing a partnership often includes the following steps:

- **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 identified needs.
- **Identifying essential resources:** We identify partners best suited to address the needs identified in common goals. These partners may emerge through a request from an employer or community organization or from an initiative generated by strategic planning.
- **Negotiating roles and responsibilities:** We negotiate agreements to establish clear objectives, strategies, and responsibilities for all involved parties.
- **Measuring success:** We collect data through formal and informal inquiry (surveys, interviews, focus groups, etc.) to evaluate the success of the partnership in achieving intended outcomes.
- **Improving Relationships:** We implement needs-based changes and renegotiate agreements to build on strengths, alleviate difficulties, and address opportunities for continuous improvement.

PROCESSES

9P1 Educational and organizational relationships

Northern collaborates with regional public schools to help students meet academic objectives and promote the pursuit of a college degree among regional high school students. In compliance with the Dual Credit Act and negotiated by the New Mexico Public Education Department, we have established active dual credit agreements with the region's 12 school districts. These agreements, which allow students to

take courses at no cost, articulate the district's responsibility for transportation and cost of textbooks and allow for the exchange of student data for the purposes of credit transfers. These partnerships have led to the development of innovative models that assist students in earning two-year degrees concurrent with their high school diploma. In addition, Northern has formally developed partnerships with Peñasco Public Schools to implement an Early College High School model that articulates the district's responsibility to provide transportation and modify instructional schedules to allow students to earn high school credits through college courses. Participating students enroll in 12 credit hours per semester. The partnerships also establish our responsibility to provide relevant courses during the school day and provide the district with space for tutoring and serving students meals.

Northern is also fiscal agent for the Adult Basic Education Program (ABE), which generates nearly 100 high school graduates annually. We currently provide each graduate with a Bridge scholarship for the first semester (after which GED students may become eligible for the New Mexico Lottery Scholarship) to encourage matriculation immediately after GED completion. ABE staff have worked with College faculty to establish a curriculum that better prepares GED graduates for college-level work and reduces their need for developmental coursework. Once students demonstrate a high likelihood for passing the GED exam, they receive a comprehensive overview of the admissions and financial aid process.

We have a strong track record of success with grant-funded programs targeting educational needs of underserved populations (e.g., AVANCE, NOYCE, P'oe). We utilize community-based participatory research methods to develop grant project strategies and goals that meet the specific needs of our stakeholders. For example, the P'oe project utilized needs assessments conducted with COE students to determine the need for bilingual/TESOL endorsements for both Spanish and Native languages and expansions in early childhood education programming.

Northern's College of Education (COE) views the characteristics of teacher candidates (82% Hispanic; 15% Native American) as strengths that support our historical mission to prepare professionals to work in regional schools. As such, we established the Northern Pueblos Institute (NPI), a division of our American Indian Center (AIC), in 2005 to serve as a liaison for tribal communities and offer academic support for AI students by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

We systematically assess the region's needs to set strategic priorities and goals for academic programming. We are currently working to improve the existing MOU between the college and the Eight Northern Indian Pueblos Council and to extend MOU between NNMC and school districts in the region to ensure the continued development of successful pathways to recruiting, training and placing teacher candidates in New Mexico public schools with teacher shortages.

COE programs, particularly the Bilingual Education and TESOL programs, work in close partnership with neighboring school districts to meet their respective needs and offer meaningful, relevant support and training. COE faculty meet regularly with school administrators and teachers to explore ways to further support neighboring schools. The COE also houses post-baccalaureate programs that help practicing teachers achieve endorsements in Bilingual Education and TESOL. Both programs train teachers in areas that meet urgent needs of the region.

We also work in partnership with regional school districts to provide a range of outreach services to area middle and high school students. Through these activities, we provide a wide range of valuable services to help promote post-secondary awareness and readiness. Examples of these activities include: regular

presentations by recruitment staff, Student Ambassadors and other programs; Friday Academies, which bring local middle school students to our campus for hands-on STEM workshops with faculty members; college experience days and senior summits which introduce students to the college experience; COMPASS test prep workshops to help students prepare for the math and English placement exams; and, FAFSA nights at local high schools to provide guidance in the financial aid process.

Northern maintains degree transfer articulation with all 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 our College.

In addition to partnerships with local school districts, the College has established transfer and articulation agreements with regional postsecondary institutions to allow for seamless student transfers and course substitutions. Northern aligns program development with other educational institutions so that students are able to transfer easily from one institution to another. We identify pathways and opportunities for program alignment to provide the broadest opportunity for student success between two-year and four-year programs and institutions.

We align our 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 programs are aligned with industry expectations. There is also a strong collaboration with school districts to guarantee that secondary courses are aligned with a career-technical program pathway. These courses are considered dual credit and are articulated with Northern courses with the goal of providing an industrial certification. Currently, we have partnered with the Peñasco School District and the Northeast Regional Education Cooperative to offer industrial certification pathways.

All partnerships and activities are prioritized based on the needs of the partners and the goals of the institution. The overall impact and outcomes of partnership activities are also assessed in relation to the total scope and cost (e.g. time, funding & human resources). Several key processes are implemented throughout the collaborative relationship. These include the identification of common goals, identification of essential resources, negotiation of clearly defined roles and responsibilities, establishment of measures of success, and ongoing monitoring for continuous improvement.

9P2 Creating, prioritizing and building relationships

We create, prioritize, and build 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 define the role of the partnering educational institution. Responsibilities and resources are identified as we negotiate the relationship. A grant agreement, an MOU, or an MOA, governs formal partnerships, 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.

Northern maintains local and regional industry partners on advisory councils for program development to assure that students are well prepared for the regional workforce and to perform research meaningful to

the community. We also establish and build relationships with local schools, hospitals, and other agencies through career fairs, regular meetings, invitations to campus events, as well as MOUs and MOAs. These agreements serve to place students in field-work opportunities, internships, practicums and capstone projects which support collaborations among students and potential future employers.

Though somewhat isolated from large industry, Northern resides approximately 35 miles from a leading national research laboratory with whom the President and other leaders within the College maintain regular communication to maintain program alignment with workforce needs. Northern's program development advisory councils maintain members from this entity, the largest employer in the region. 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.

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. Through this partnership, the College has been a partner in the Accelerate Program, which enables us to host a full-time Career Technical Advisor who partners with local industry to: match employer requests with students who meet employer requirements; explore emerging skills requirements with employers to ensure students get degrees and credentials desired by employers; attend economic development meetings to better understand workforce needs and to build cooperative relationships; collaborate with employers to host professional readiness events for graduating students; and, to conduct meetings with employers to determine their requirements and assist them in setting up internship programs.

Participation from community leaders in the College's development serves to ensure that priorities for advancement are served. Industry partners have defined areas for research, such as Wildland Fire training at the El Rito Campus, which provide research and education opportunities that address extreme fires due to drought conditions. Industry partners have served to identify areas for program development such as the establishment of SERPA where alternative energy has been defined as a priority in the community. These programs are funded by research dollars to support community and industry objectives.

9P3 Relationships with student service providers

We build relationships with organizations that provide services to the students through both internal and external partnerships. Through grant funding, we developed services for mental health counseling, career building, and small business development. Formal relationships are established with organizations that provide services to students through the formal mechanism of a concurrence, either by contract, MOU, or 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 benefits are mutual.

9P4 Relationships with materials and service providers

As a State institution, Northern must comply with the State Procurement Code and other applicable policies and procedures for use of vendors of services and materials. These policies require that each end-user solicit certain actions from the desired service providers to become eligible vendors. Northern maintains cooperative relationships with vendors. To prioritize relationships with suppliers of materials and services, the Purchasing Office maintains an up-to-date list of approved vendors. The procedure for inclusion of a vendor or product is made available to prospective vendors for consideration.

We allow faculty and staff to act as end-users for all services and goods that the institution secures. Staff and faculty work with potential vendors to ensure intelligent action and fair dealing and to uphold responsibility for identifying goods and services that best meet the needs of their department or subgroup. Northern recognizes that all parties need to receive mutual benefit from the relationship. Relationships with our vendors are, thus, established through respect, trust, fairness and mutuality. Building vendor and supplier relationships is a continuous process that strives to balance institutional needs with the needs of our partners. We also follow purchasing and procurement procedures as documented on our website http://nnmc.edu/wordpress/wp-content/uploads/2014/03/Purchasing-Procedures_updated-1_12_15.pdf

9P5 Relationships and interactions

Northern creates, prioritizes, and builds relationships with the educational associations, external agencies, higher education partners, K-12 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) makes online database collection procurement more attainable through group pricing models that allow us to provide access to more materials relevant to faculty and programs of study.

Northern is fast becoming a regional leader in creating opportunities for addressing the needs of developmental math and English students. Utilizing funding from the Title V ÉXITO grant, we have developed a Summer Bridge Program (El Puente) that provides opportunities for underprepared students. The program serves students attending Northern as well as any student interested in attending an institution of higher education. As part of this effort, developmental writing and math specialists provide Compass test preparation workshops on campus and at area high schools.

Additionally, Northern's First Year Experience course – a sixteen-week course that provides college skills – recently became a general education requirement for all students. These endeavors, in relationship to our recruitment and outreach efforts, have better illuminated pathways to associate and bachelor's programs within the College, and refined relationships with area school districts who can better discern which of our offerings to meet the objectives of their students.

Collaborative relationships are crucial in the general community as we maintain formal and informal interactions with groups that address the rich heritage of the area. A prime example is the continued success of Northern's ¡Sostenga! Center for Food, Agriculture, and Environment. Currently, a group that includes the American Friends Service Committee, the Northern Rio Grande National Heritage Area, and Los Luceros Historic Center and other interested community constituents are working together to create academic, economic development, cultural, and heritage-based opportunities available at Northern's farm. Each stakeholder is interested in maintaining programs associated with the small-scale agriculture for which the region is known. Bringing shared resources together benefits all involved in the endeavor.

At the local, regional and national levels, faculty and staff have served on numerous boards and commissions that directly impact the communities we serve. These include: The National Association for Chicana and Chicano Studies; The Rocky Mountain Association of College Registrars and Admissions; American Association of Counselors; National School Board Association; The University Economic

Development Association; The Ohkay Owingeh School Board; Hands Across Cultures; Credentialing Board for Vocational Rehabilitation Counselors; NM EPSCoR State Committee. Other organizations of which NNMC is a member include: American Council on Education; American Association of State Colleges & Universities; Association of Governing Board of Colleges & Universities; and Hispanic Association of Colleges & Universities.

The Foundation carefully coordinates community-wide outreach to potential supporters of the college and maintains extensive record-keeping and database systems to manage interactions with partners and create historical records and mapping of relationships. Through the Foundation and other college representatives, we honor and celebrate partnerships through various stewardship programs and protocols including but not limited to: Public relations and marketing through printed, web, radio, television and social media; Roundtable discussions to solicit strategic input from community stakeholders; Stewardship of existing relationships while concurrently pursuing new relationships; and Naming opportunities.

The Foundation also regularly convenes various workgroups and executive committees to ensure that the strategic planning of the Foundation is aligned with that of the College as a whole. This includes actively soliciting feedback from community members in various forums, dialogues and small-group meetings to inform our top level strategic planning.

9P6 Ensuring needs are met

Northern strives to establish mutually beneficial partnerships. Staff and faculty are encouraged to represent their respective needs and services to community members and local industry. The process outlined in this section's introduction allows the partners to determine whether the partnership will yield productivity and address organizational gaps. Faculty and staff often 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.

We utilize advisory councils, surveys, focus groups and evaluations of courses, programs, and services to assess whether stakeholder and student needs are being met or can be improved upon. 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.

9P7 Creating internal relationships

Relationships between and amongst the constituencies are promoted by a consistent communication cycle including bi-weekly meetings of the President's Advisory Council and the Dean's Council/Academic Chairs and Directors Meeting. Shared business between administration, student services, and faculty is discussed at these meetings. Additionally, Faculty Senate provides an venue for the faculty to discuss business that supports the academic development of our programs. The Faculty Senate meets the first Friday of each month and chairs from Faculty Senate committees (e.g., the General Education Committee, the Curriculum Committee, the Personnel Committee) report on any business conducted throughout the month. Through these efforts, our faculty, staff, and administrators are able to build relationships through collaboration and communication to align programs and services to best serve students.

The internal structure for program review and evaluation encourages active collaboration across sectors 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. We strengthen service to students through recognition of those who excel in meeting student needs. Table 9.1 illustrates 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
Regular meetings: President's Advisory, Deans' Council, and Academic Chairs, Directors and Student Senate • AQIP Action Projects (Professional development, Website, and Assessment) • Faculty Senate and Subcommittees • Diversity Council • Strategic Planning • College-level meetings • Department Meetings • Program Assessment • Standing Committees (e.g. Clery Act Compliance Committee) • Ad-hoc Committees (e.g. MALCS Site Committee) • Outreach and Recruitment Opportunities (e.g. Friday Academy, Financial Aid Workshops, etc.)	NNMC Website • Canal Seis Campus TV • Legislative Updates • <i>Northern Eagle</i> Monthly Newsletter • Results from Faculty, Staff, and Student Satisfaction Surveys • Fall and Spring Convocation • Email Broadcast • Emergency Alert System • "Live @Northern" Bi-weekly Radio Show • Radio Marketing in Region • Student Orientation • Faculty and Department Orientations • Professional Development Workshops, Presentations, and Webinars • Blackboard • Office/Organization Bulletin Boards	Staff/Faculty Awards • Retirement Awards • Graduation Ceremony - Fall/Spring • Foundation Scholarship Dinner • Student and Faculty Art Shows • Academic Research and Creativity Symposium • Student Art Exhibits and Musical Performances • Pinning Ceremonies • Departmental Recognition of Graduates • Student Senate Awards • Annual Pow Wow • <i>Northern Eagle</i> Monthly Newsletter • NNMC Website • Campus Celebrations (BBQs, Cake Cuttings, etc.) • Annual Events (Garlic Harvest Festival, Parade Floats, Fall Festival) • Athletic Recognition

RESULTS

9R1 Measures of collaborative relationships

We assess 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. The survey asks respondents to rate the overall collaborative partnership with regard to various items (e.g., effective interpersonal skills, timeliness in response, consistency, responsiveness to partner's needs) list one or two strengths or areas of satisfaction, and list one or two opportunities for improvement.

9R2 Performance results

Our commitment to building and sustaining collaborative relationships has an ongoing impact on the campus and the surrounding community. Internally the results include: Foundation funds and student scholarships, clinical experience for nursing students at area hospitals, teacher preparation training for education students at local schools, training in needed fields (e.g. Wildland Fire Science and Plumbing apprenticeship) and internships with a wide variety of local and regional employers. In turn, these collaborative relationships have enabled NNMC to benefit the community and region in a variety of ways. The impacts of these external results include: Educational opportunities and financial support for area high school students; educational outreach to remote areas and at-risk populations that are otherwise not served; service and support for community organizations through experiential learning opportunities; consulting and training to established/prospective businesses through the College of Business; and consulting and training to entrepreneurs and artists provided through the SBDC.

To systematically assess the results and impacts of our partnerships, NNMC conducted a Collaborative Partner Survey in 2009, 2010 and 2011 for those who have had a formal collaborative arrangement with the College. Table 9.2 outlines the sections of this survey and the information requested. The information is used to identify strengths and opportunities for improving collaborative relationships.

Table 9.2: Summary of Survey of Collaborative Partnerships

Section	Survey Statement (% Strongly Agree or Agree)	2008:	2009:	2010:	2011:
Commitment	Actively identifies & is committed to the achievement of its agreements.	86.5%	83.3%	93.4%	83.3%
Communication	NNMC communicates effectively with its Collaborative Partners.	83.3%	70.6%	85.7%	70.6%
Responsiveness	NNMC responds to inquiries in a timely manner.	89.2%	77.8%	93.4%	88.9%

Some of the specific suggestions for improvement include better communication through the Website; increased collaboration with area schools districts, annual meetings with superintendents, and more opportunities to develop formal partnerships. The results of these surveys contributed to many of the activities mentioned earlier in this category. The Collaborative Partner Survey was revised in 2013 and conducted in 2014. The new survey provided an opportunity to collect more qualitative data. The survey was sent via email to 35 partners. Twelve of the 17 respondents indicated that they had established a working relationship with community or workforce partners in the interest of cultivating common objectives and capacity building. Examples of three of the new questions and the results are in Table 9.3.

Table 9.3	2014 Collaborative Partner Survey Response
How did your collaboration benefit students and the community?	- Three students received summer research opportunities at Michigan State Univ. - Platform provided for enhancing students' STEM experience and opportunities - Providing pathway for students to pursue higher education past community college - Provides advanced curriculum for network administration positions
List 1-2 opportunities for improvement relative to your collaborative partnership	- More candidates for the program from NNMC - Seeking external funds for support outside of LANL - Establish joint activities like grants and outreach - Sharing of resources
List 1-2 strengths or areas of satisfaction relative to your collaborative partnership.	- Results measurable including national student award winners - Very good faculty and administrative staff - Very positive and open communication - Able to offer our students an opportunity they didn't otherwise have

9R3 Comparisons

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

IMPROVEMENTS**9I1 Improvements**

COE faculty have collaborated with surrounding school districts and local tribes to develop needs-based programming (e.g., Graduate Studies, TESOL/Bilingual endorsements, P'oe Pathways American Indian Education Training Program) and promote them within schools in need of additional highly-qualified educators. We established ongoing formal agreements (e.g., MOU) with regional public schools and the Eight Northern Pueblo tribes that facilitate resource sharing, professional development opportunities, internships, field work, etc. For example, our faculty have collaborated with local schools to develop plant biology programming in elementary schools. Northern also participates in local radio talk shows, promotional and educational videos that air on local television, and other local events and conferences.

In 2013, the College drafted and disseminated Policy 2015: Contract Management and Monitoring. The policy received feedback from the campus community and was later approved by the Board of Regents. The policy articulates the responsibilities associated with contract execution and monitoring. The purpose of contract management and monitoring is to ensure that the contractor is performing all duties in accordance with the contract, the financial interests of the College are protected, and the College is aware of and addresses any developing problems or issues on a timely basis. When a contract is executed an NNMC employee is appointed as the contract owner and is responsible for monitoring the contract for proper execution and performance from the start date of the contract through completion.

Membership in the NM Academic Advisement Association has directly correlated to improvements in our Advising Center and the implementation of mandatory advising for first year students.

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 assessment processes. For example, we collect information from surveys (Category 3) to analyze strengths 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 appropriate methods. New collaborative partnerships initiatives are similarly prioritized based on their value to the institution. We communicate the success of the relationships primarily via the following methods: Regular updates on each collaborative partnership to the AQIP Council and to the Board of Regents, stories published in local papers, on our website, and broadcast on our bi-weekly radio program, communications office press releases on the website, 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).