



Annual Report 2018-2019 Academic Affairs

Academic Affairs Summary	3
Academic Units.....	7
College of Arts and Science.....	7
Department of Arts, Film, and Media	7
Department of Biology, Chemistry, and Environmental Science	10
Department of Humanities and Social Sciences	17
Department of Language and Letters	21
Department of Math and Physical Sciences	25
College of Business Administration	29
College of Education.....	33
College of Engineering and Technology	37
College of Nursing and Health Sciences	44
Student Services and Support Services.....	48
Admission/Recruitment/Dual Credit	48
Academic Advisement.....	52
Accessibility and Resource Center	58
Center for Distance Education	66
Financial Aid Office	70
Grants Department	75
Institutional Research	79
Library.....	86
Office of the Registrar	92
Student Life.....	98
SPECIAL EDUCATIONAL PROGRAMS.....	100
Adult Education Program	100
College Assistance Migrant Program	104
Continuing Education	110
Connecting Academics with Student Success and Achievement (CASSA)	112
High School Equivalency Program.....	116
Upward Bound	121

Academic Affairs Summary

This report provides a great opportunity to celebrate multiple accomplishments and analyze and reflect on the challenges in the Office of Academic Affairs. The 2018-19 academic year allows us to continue several efforts and initiatives that started a year ago. Similarly, important initiatives were implemented to address the challenges of Northern New Mexico College (NNMC).

Academic Affairs engaged in several institutional initiatives such as the negotiation and ratification of the full Collective Bargaining Agreement (CBA) for Adjunct Faculty and re-negotiated some sections of the Full-time Faculty CBA. The CBA for Adjuncts had not been negotiated for the last 10 years until now. The negotiations accomplished the inclusion of new conditions of employment such as tuition waivers, intellectual property, faculty duties and obligations. Negotiations also included a 11% salary increase for adjunct faculty, 4% for assistant professors, and lectures; and increases from 6% to 16% for associate professors. These salary increases were guided by the Faculty Salary Study that the Office of the Provost completed in Fall 2018. Similarly, Academic Affairs' staff receive a 4% salary increase.

In terms of accreditation, Academic Affairs began the process to complete the Higher Learning Commission (HLC) Assurance Argument Report and a committee was established. This report is due in Summer 2020.

Academic Affairs also saw an increase in its I&G operating budget of approximately \$400,000 dollars. This constituted an increase of 4.5% compared to previous fiscal years. This budget increase reflects an institutional commitment and its growth despite the budget deficit of NNMC. This increase does not reflect grants and contracts awarded this year, which exceed \$800,000 annually for the next 3-5 years. The budget expansion allowed NNMC the following investments:

- Salary increases for staff, full-time, and adjunct faculty.
- Salary increases for associate professors beyond the 4% approved by the Legislature;
- A full-time position for an associate provost in Student Affairs;
- Addition of three full-time lecturers positions;
- Addition of two half-time technicians for the College of Engineering and Technology;
- Addition of one staff member to the Library;

One of the most important initiatives was the finalization of the ad-hoc committee work and the approval of the Faculty Senate to re-structure Academic Affairs. The proposed new structure creates two new schools which final names are still undecided. One school (STEMH related) will include the Departments of Engineering and Technology; Biology, Chemistry, and Environmental Science; Math and Physical Sciences; and Nursing and Health Sciences. The second school will include the Departments of Arts, Film, and Media; Business Administration; Education; Humanities and Social Sciences; and Language and Letters.

Other relevant initiatives, activities, and processes are listed below and are sorted in terms of the

four lines of effort of the current Strategic Plan: Enrollment, Student Success, Team Spirit, and Communication.

Enrollment

- ***Complete College America (CCA) Strategies:*** NNMC has begun exploring the recommended strategies of CCA and became a member of the its alliance. A first step towards the first CCA strategy (15 to Finish) was implemented by the collaborative work of Student Success, Deans and Chairs to develop a master schedule for General Education course offerings for freshmen students. This will be implemented in Fall 2019. This schedule was design to minimize course overlaps. Similarly, a taskforce to develop a master 8-week based schedule has been established. The target date to begin 8-week courses at a large scale is Fall 2020.
- ***Strategic Enrollment Management (SEM) Team:*** NNMC revamped its SEM team and is currently updating its charter. The team also implemented a strategy to bring back a targeted set of non-returning students that were identified as college dropouts last year by the National Clearinghouse. Moreover, the team developed a competition among NNMC college departments in an effort to maximize registration before the end of the semester.
- ***Career and Technical Education (CTE) and other new Programs:*** NNMC received approval to establish a Co-located Community College Branch to re-introduce key CTE programs. NNMC partnered with IBEW Local 611 (Electricians) and the U.A. of Local 412 (Plumbing and Pipefitters) Unions to enhance the Associate Degree in Electrical Technology and to reintroduce the Associate Degree, respectively. The later has been approved by the Faculty Senate and will go onto the next levels of approval next academic year. These two programs alone have the potential to enroll more than 200 students next year. Similarly, NNMC approved two new certificate programs (Microsoft Office Suite and Project Management) that will be offered by the College of Business.

Student Success

- ***Program-Level Assessment:*** NNMC put a special emphasis on program-level assessment for all academic program of studies. Programs were asked to review their student learning outcomes and assessment plans. Except for the new programs and for programs with third-party accrediting agencies, this process has not been reviewed in at least the last nine years but was completed this academic year. This process will allow the institution to closely monitor the achievement of program-level student learning outcomes and the continuous improvement process for each academic program starting in 2019-2020.
- ***General Education:*** NNMC continues to work on full implementation for the statewide common course numbering regulation. The new catalog 2019-2020 reflects the new course numbering system. Furthermore, NNMC approved the new list of General Education eligible courses according to the Higher Education Department Guidelines. During this year, NNMC has been certifying its courses and the process will be finalized next academic year.
- ***Distance Education Standards:*** A committee formed by faculty and staff developed standards and guidelines, including review processes, for online courses. These standards were endorsed by the Faculty Senate and will be implemented in Spring 2020. These guidelines will ensure that a minimum of quality standards in course design and course

delivery are in place for all online courses. This is one of the first strategies that will enable NNMC to seek approval from HLC for the delivery of a fully online degree.

- ***Collaboration with Local Employers:*** Academic Affairs continues to work with local employers to address their workforce development needs. First, a \$1M USD contract was signed between NNMC and LANL to enhance NNMC's capacity for the Radiation Control Technician Program. This contract includes the positions of one full-time faculty member and one staff member. A Continuing Education proposal for Technicians at the Detonator's Division of LANL was also developed and it is currently under negotiations. A third proposal for Project Management Education at LANL was initiated. Lastly, a proposal for a set of courses for the Nuclear Operators Apprenticeship was developed and presented to N3B and is currently in negotiations. These four initiatives strategically create a student pipeline for higher paying jobs.

- ***Title V Connecting Academics with Student Success and Achievement (CASSA):*** NNMC was awarded a Title V grant by the U.S. Department of Education in October 1, 2018. The award is worth \$2.7M distributed over the next five years. It focuses primarily on student success initiatives (outreach in Santa Fe, articulation agreements with community colleges, peer tutoring, course embedded tutoring, mental health counseling, and advisement services) and distance learning infrastructure and support and provide opportunities for professional development.

Team Spirit and Communication

- ***Faculty Handbook:*** A remarkable milestone for Academic Affairs was the completion of Faculty Handbook. This process started in 2010 and was delayed for many years. Finally, in December 2018, the Board of Regents approved the new Faculty Handbook which provides more accountability to faculty members while protecting their rights.

- ***Salary Increases for Adjunct Faculty:*** Adjunct faculty members have not received a salary increase in at least 12 years. The current CBA negotiations were focused on providing an 11% salary increase to the adjunct faculty members. This first step towards a more competitive pay scale helps to show appreciation to our hard-working faculty and contributes to faculty retention which is correlated with student success.

- ***Professional Development:*** Through Title V initiatives and other funds, NNMC offered three different workshops to faculty and staff related to classroom management, conflict resolution, and assessment. Six scholarships were offered during the summer to faculty to attend the A three-day 2019 ESCALA retreat which was an immersive teaching retreat focused on the intersection of learning and culture. This retreat will lead to ESCALA Certificate in College Teaching and Learning in HSIs.

This year has also brought some important challenges. First, college enrollment has not significantly increased in terms of student credit hours but has decreased in terms of headcounts. This is a reflection on the poor year-to-year retention and the steady-state rate in the number of new students.

Secondly, the Associate Degree in Nursing received a warning (Full Approval with Warning) because of the two-consecutive years of low passing rates of the NCLEX-RN exam by program

graduates. This problem is also correlated with the transitional phase to hire a permanent director for the program, the poor faculty retention and the inability to offer competitive salaries. The program will have a focus visit on Fall 2019.

Thirdly, NNMC continues to face challenges in offering programs with very low enrollment and have not been able to demonstrate their quality and continuous improvement to program-level assessment. A consequence of the 2019 Annual Program Review process was the recommendation to suspend of the Associate Degree Pueblo Indian Studies. This recommendation is waiting for Board of Regents' approval. Another outcome of program review was the decision to transition the bachelor program in Business Administration to an online format. Similarly, NNMC has not improved substantially in indicators such as of enrollment of new students or transfers and student retention overall. These indicators are very important to achieve the enrollment that the institution needs.

Finally, NNMC continues to struggle with full-time faculty retention. This year alone, the full-time faculty turnover was 12 instructors, which represents a 26% of the entire full-time faculty in the year. It is important to understand that, on the one hand, this is a consequence of the fact that NNMC has improved the accountability measures on the full-time faculty members, on the other, there is still a lack of competitive incentives (salaries, benefits, and professional development opportunities) for faculty members to stay at NNMC. This particular challenge makes the sustainability harder for academic quality and long-term stability of the programs.

Academic Affairs look forward to addressing these growth opportunities and will continue to embrace the lines of effort of the Strategic Plan. For FY20, Academic Affairs is planning to engage in the following future projects: a) collaborate with the College of Engineering and Technology in their ABET accreditation visit and any activities to address any possible shortcomings that may be identified; b) implementation of a demand evaluation for all academic programs; c) implementation of program economics analysis (cost analysis); d) expand degree offerings to include an Associate Degree for Nuclear Operations; e) complete and submit the HLC assurance argument report by the deadline.

Academic Units

College of Arts and Science

Department of Arts, Film, and Media

Dean: Dr. Ulises Ricoy

Chair: Mr. Mateo Frazier

I. Annual summary of activities

A. Enrollment

AFM launched the sUas Tech Certificate program with special focus on EVHS dual-credit students with support from Carl Perkins Grant, and increased department enrollment by 22 students in 2019. We continued to participate in the Collaborative Partner Survey, and the Employer Survey and added three key stakeholders/employers for STEAM specific initiatives. AFM Faculty partnered with office of recruitment for arranged visits/presentations at New Mexico School for the Arts in Santa Fe, and regularly visited area High Schools; Española Valley High School, Pojoaque Valley High School, and Penasco High School. AFM also participated in the NNMC Job Fair, and regularly participated in various public recruitment activities with NM workforce Connection. We also partnered with Upward Bound to teach a summer FDMA class of 28 Dual Credit students. AFM also earned the most significant increase in early registration in 2019.

B. Student Success

AFM conducted comprehensive degree audits for ALL declared FDMA program majors. We have aggregated this information into an analog/electronic file system that is shared with all AFM Faculty and staff. Faculty regularly met (twice per academic year) with advisees to ensure adequate academic progress, before registration deadlines each semester. All AFM faculty were encouraged to inform and encourage student participation in ancillary support services e.g., Eagle Tech, Writing Center as needed. AFM faculty continue to participate in Upward Bound and Camp program initiatives as mentors and faculty. Mindful that there is a national math barrier to graduation, especially in Hispanic Serving Institutions, AFM joined with the MATH Dept. and created a MATH 151 (Conceptual Math) class and populated it with 14 AFM students, and 4 non-AFM students we helped recruit. As a result, with the MATH Dept. doing the heavy lifting, 4 AFM students were able to graduate in the Spring of 2019 and 10 are in the pipeline to graduate soon. AFM is mentoring film students in several professional settings wherein students are both paid outside the campus and are learning film skills and how to work with clients. AFM established an internship program with Santa Fe based Healing Voices-Personal Stories and 4 Northern students are participating, including traveling to Dallas, TX to interview residents of a men's shelter from domestic abuse.

C. Communication

Department of AFM held regular monthly departmental meetings for; staff, faculty, and adjunct faculty. AFM leadership regularly communicated departmental and college wide announcements

through email, phone, and postal mail. All staff/FT faculty maintained regular office hours and communicated those office hours effectively. In an effort to foster collaboration and communication, AFM leadership & staff have successfully accomplished 100% digitization of all AFM records that are now shared with all FT AFM Faculty and Staff.

D. Team Spirit

The AFM Department staff and faculty regularly participated in college wide committees, Faculty Senate meetings/committees, and college wide co-curricular activities. AFM faculty participated in the Early Registration Contest and set a good friendly competition example: At the start of the contest, AFM had 3 registered out of our goal of 19. In a matter of days and as a result of intense work, we registered 17, an increase of 566%. We participated in calling campaigns and often our students could be seen filming college wide events. We are also represented on the SEM committee, willing to help that important cause. AFM Faculty and Staff regularly support/host college and community events in the Center for the Arts. This requires ongoing support and effective communication with all departments, and programs college wide in any given year.

II. Challenges

A. Enrollment

The AFM Department continues to work diligently to address the unique challenges of a significantly smaller number of program offerings than in previous years, and we are experiencing growth in FTAC numbers as a result. In fall of 2019, AFM/FDMA will welcome eight FTAC FDMA majors. Presently, AFM offers one-degree option (A.A. FDMA) and two certificate options; sUas Technology and Film Technician Training (which we plan to reconfigure/relaunch this coming year in collaboration with the New Mexico Department of Economic Development. We are continuing to explore options for an AFM student seeking a related four-year (B.A.). At present, we've led five FDMA graduates to continue on with and FDMA emphasis in self-design and will be offering our first upper division courses in FDMA beginning this fall. Given the results of the regional Secondary Needs Assessment, coupled with the rapid increase in declared FDMA majors, we will continue to explore creative way in which we can maximize institutional resources, through collaboration with our colleagues in the humanities department. We will also continue to expand on and off-campus dual-credit opportunities with Espanola Valley, Pojoaque Valley, Mesa Vista, McCurdy, and Penasco High School(s).

B. Student Success

AFM Department continues to be challenged by limited faculty resources. If the current growth trajectory continues, AFM will likely require the addition of at least one more FT Faculty member, and/or FT lecturer to adequately provide for student support and curricular/instructional needs.

C. Communication

AFM Department continues to be challenged in maintaining adequate communications with students due to incomplete or defunct student contact information. We are seeking to remedy this by updating our advisement records at the first of every semester and collect and maintain

student contact lists for individual classes. We are also exploring group text/SMS communication options as this continues to be the most responsive modality for student communications.

AFM Department will continue to hold regular monthly departmental meetings for; staff, faculty, and adjunct faculty, and regularly communicate departmental and college wide announcements through email, phone, and postal mail. We are continuing to seek impactful community development initiatives by reinvigorating our Arts, Film & Media Advisement Committee (AFMAC) with new members, and more consistent communications. The primary aim of the AFMAC in 2019-20 will be to garner guidance and support in the development of an integrated studies AFM B.A. program.

D. Team Spirit

AFM Department seeks to continue serving the college, and the community at-large by engendering a spirit of cooperation and support of special events at the Center for the Arts. We will continue to improve collaborations and communications with the facilities rental committee, and the cadre of departments (Facilities/Security/IT) needed to effectively support this objective. AFM staff and faculty will further endeavor to enhance relationships by improving our services, and facilities for these events as budgets allow.

E. Budget requirements to address challenges

Based on our current growth trajectory, the AFM Department anticipates the need for at least one additional FT Lecturer position. We are also anticipating the need for a line increase for replacement/modification/expansion of space/equipment holdings in 2020-21. AFM Faculty will continue to work to identify alternative/additional funding sources to support these needs.

III. Future Projects

A. Enrollment

Looking forward to Academic year 2020, AFM has identified three major goals/objectives. Increase FTAC recruitment by 20%, Maintain 80% declared major retention, Increase dual-credit participation by 25%.

B. Student Success

AFM Faculty and staff will continue to provide regular advisory support throughout the academic year, with a special focus during pre-registration to ensure adequate academic progress. AFM staff and faculty will also endeavor to improve communication through email/text by validating student contact information at the beginning of each semester and identifying and instituting a group text/SMS platform. We will explore ways in which we can connect students to jobs, especially niche skills in the film industry such as data management (which also spills into other industries) but also skills such as video depositions which our criminal justice and pre-law students would find interesting and lucrative. We will also look at ways teacher education students and science students can benefit from film skills for instruction and/or data collection. We will continue to connect students to professional experiences so they become confident they can compete at a level higher than just event videographers. We are mindful of how some of our alumni can mentor, collaborate with, and inspire our newer students as well.

C. Communication

AFM Department will continue to meet monthly as a department. We are also seeking to expand our marketing and communication with prospective students through more robust participation in governmental and professional organizations, e.g., NM Film Office, FDMA educational cohorts statewide .AFM staff and faculty will also endeavor to improve communication through email/text by validating student contact information at the beginning of each semester and identifying and instituting a group text/SMS platform. During Hispanic History month we will collaborate with NM-PBS to bring 4 new documentaries to the campus and partner with other departments to create engagement around these films.

D. Team Spirit

AFM Department staff and faculty will endeavor to support a collegial, and professional environment that engenders cooperation through regular communication, shared governance, and committee participation college wide on both faculty, and institutional operations centered committees. We will continue to serve the college and community at-large through quality services in the use of our facility for special events and seek out opportunities for co-curricular activity collaboration. Depending on the dynamic of our TV class cohort from semester to semester, often there is a desire to produce TV shows that could spotlight, for example, the new high school student activist driven climate change group.

Department of Biology, Chemistry, and Environmental Science

Dean: Dr. Ulises Ricoy

Chair: Joaquin Gallegos

I. Annual summary of activities

A. Enrollment:

For the 2018-2019 school year the course offerings for the department of Biology, Chemistry, and Environmental Sciences (BCES) are summarized in the following table:

Semester	Number of BCES Courses	Number of Credit Hours	Registered Headcount* in BCES courses
Fall 2018	46	131	394
Spring 2019	52	137	457
Summer 2019	8	21	48
Total	106	289	989

* These are not unique students but a total of enrollment in all courses offered in BCES

These courses were offered by a combination of 6 full time faculty members and 6 adjunct faculty. Summer 2019 offerings were included a Gen Chem I course which made enrollment and many high school students enrolled in the course.

In 2018-2019 banner reports generated 113 students listed with a degree within BCES. Fall 2018 there were 110 students registered for classes with a BCES degree. This is a 3.7% increase from Fall 2017 enrollment of 106. Faculty are working very hard to increase the enrollment in each program because of the lower declared major numbers of 2017.

The largest efforts to increase enrollment are the efforts in Radiation Protection. During the majority of the 2018-2019 the department was actively working with both LANL and N3B to sign contracts that will increase the enrollment within the department. In March 2019, a contract was signed with LANL. This contract funds one full time faculty member in Health Physics and a Program Coordinator with RDPR. Following an unsuccessful search for a program coordinator, Adela Martinez was appointed to the position half time. The second half of the Spring 19 semester, focus was spent on recruitment into the RDPR program to meet contractual obligations with LANL.

An open search for a full-time faculty in Health Physics started in April 2019. This was done to meet contractual obligations with LANL. Dr. G. Scott Braley was hired and signed offer letter before May 2019. Dr. Braley started on July 1, 2019 to assist with RDPR program, set up RDPR lab, help select LANL RDPR cohort, and other duties. This culminated with the hosting of LANL Director, N3B CEO, 2 cabinet secretaries, and many others to celebrate the start of the activities related to RDPR.

This year Dr. Wes Colgan was added as a research professor within the department. This is currently an unpaid position, but he works with students on research projects, and will be pursuing funding opportunities. In addition, he will also be a new adjunct professor within Biology and Environmental Science programs. He is assisting by developing some courses that have not been taught for some time.

Dr. Teresa Beaty served as the Faculty Senate Vice President and developed a new "Critical Thinking in Science" course for general education that will be required for all STEM majors. In additions, further progress has been made in with the Advancing GIS/GPS course within the college and incorporating certification by ESRI into curriculum. She also worked with the Dean to create articulations for Bachelor of Science in Environmental Science with SFCC, SJC, and CNM. In collaboration with Dr. Steve Cox, she applied for an NSF grant related to Geo-spacial mapping and integration of drone flying and surveying. And finally, she attended ESRI Ocean GIS Forum in Redlands California along with 1 undergraduate student.

Dr. Linnell lead life/physical sciences STEM Mentor Collective outreach in 7th and 8th grade Pojoaque Valley Middle school, promoting college student mentoring and student engagement. The STEM mentors acquired confidence and experience in transmitting the excitement for life and physical sciences and around 360 students, (180 from each grade) had contact with college STEM mentors in engaging experiments bound to learning objectives. This activity is still ongoing until May 2019. She also attended STEM Women of Color Conclave 2019-June 7-10 travel award granted. The Conclave brings together the largest national assembly of women faculty of color, representing all academic STEM disciplines. She also mentored PTK student elected last spring as the Secretary of the NM Region. The student gained leadership skills and resourcefulness to be able to lead regional meetings, giving workshops and to attend the Annual Convention. Finally, she is attending the 2019 PTK Catalyst Annual Convention, April 4-7, for which she got a travel award.

Dr. Sushmita Nandy published an article in the area of triple negative breast cancer research and chemo resistance in collaboration with Texas Tech University Health Sciences Center, El Paso, TX. The article was published in the Journal of *Experimental Molecular Medicine* from the prestigious Nature publishing group (NPG). She was awarded the UTEP (University of Texas, El Paso)-BUILDing Scholar Faculty Summer Sabbatical. Dr. Nandy will be working in the McCormick Lab at

the UNM HSC (University of Mexico Health Sciences Center). She was invited as an expert in the field of regenerative biology to peer review grants in the area of Biomedical Science at Health Research Council, Government of New Zealand. Dr. Nandy mentored Sara Tuzel accepted at Brown University, Providence, Rhode Island (Ivy League) for Master's Program in Public Health Administration and Phil Duran accepted at Department of Pharmacology and Toxicology, Michigan State University, Michigan for 2019-2020 Post baccalaureate Research Education Program (PREP), and Shae Madrid accepted for the NISE (NIH INBRE Summer Research Experience).

Dr. Mario Izaguirre-Sierra received a 2018 ASPB Faculty Recognition Travel Award to attend and present at the 2019 ASPB Meeting in Montreal, Canada and for outreach Education in "Clubes de Ciencia Mexico", Chihuahua, Mexico. Dr. Izaguirre was selected as one of the 15 national judges for the ABRCMS students Travel Award. Dr. Izaguirre was awarded the BUILD mini-sabbatical fellowship to work with Dr. Richard Cripps at UNM. - Dr. Izaguirre was awarded NSF Research Opportunity Award from the Division of Integrative Organismal System (IOS) was granted this week with \$84,307 for his sabbatical year at the University of Alabama in Birmingham. -NSF Supplement application with Dr. Karolina Mukhtar to the Division of Integrative Organismal System for Sabbatical. He also submitted to The Good Food Institute (GFI): Plant-based Meat priority Area for \$250,000 "Manipulation of the plant inflorescence architecture to increase flower and fruit production" grant. Dr. Izaguirre represented NNMC for second year in a row as a selected FASEB/MAC Mentor program at the Annual Biomedical Research Conference for Minority Students (ABRCMS).

Dr. Rhiannon West mentored two URE and BEST students, Jonathan Madrid and Samantha Bennett. She oversaw Michael Justus' and Jonathan Madrid's posters at the Research Symposium where they report the findings on the research they have been conducting in the fish lab In concert with other labs on campus, hosted PBS in the fish lab as they did a feature on Michael Justus' receipt of a LANL Foundation Scholarship. She also mentored a pre-vet student, Ened McNett who was accepted into all the professional schools she applied to, including Cornell and her top choice, Oregon State University, Carlson College of Veterinary Medicine. Dr. West served on the team for the Faculty Bargaining Unit re-negotiations

While many of these efforts are driven by faculty, the end goal of all these efforts are to increase outreach, student opportunity, and institutional capacity that will improve NNMC regional and national presence, with an end goal of increased enrollment. Recognizing our traditional demographic, these activities are a grassroots effort to assist current students who as members of the community will in turn be our greatest advocates and advertisers. All of these activities are considered to be high priority for ensuring we maintain a stable enrollment and hopefully see an increase in BCES majors.

B. Student Success

Although many of the student success has been mentioned in the section above, the list below shows BCES students have attended fellowships, internships, and summer programs across the country, including:

Area of Study	Collaborator	Degree Pursuing
Biology	ASPB	Biology
RNA metabolism	NNMC Lab	Biology

Radiation Control Technician	LANL	Radiation Protection
Behavioral Ecology	NNMC Lab	Biology
Cancer Cell Biology	NNMC Lab	Biology
Recreation	USFS	Environmental Science
IACUC Compliance	NNMC Lab	Biology
Forestry	USFS	Environmental Science
Environmental Monitoring	LANL	Environmental Science
Biology	NNMC Lab	Biology
Plant Genetics	NNMC Lab	Biology

As stated in Enrollment, student success is pivotal to our enrollment efforts. Taking a grass roots approach, these successes are advertisement to the community of the potential while attending NNMC. Last year we had 14 students enrolled in summer activities and this year we are down because one faculty member went on sabbatical, the departure of the Arts and Science Dean, who facilitated many summer activities, and other faculty took time to focus on pursuing funding. Hopefully, the support faculty applied for this year will result in funding for next year and will fund more student activities.

C. Communication

BCES continues to use strategies to increase communication and transparency within the department. The maintenance of a departmental google drive allows access to all departmental form, syllabi, records, and budgets. Communications from administration and the college has improved over the last year and hopefully will further increase. Departmental meetings are held on a monthly basis to improve internal communication.

BCES Faculty currently are contributing to the College of Arts and Science newsletter to increase the awareness of their activities. In addition, faculty achievements are broadcasted to the college and the department to celebrate accomplishments.

D. Team Spirit

BCES did face a challenge this year with internal conflict. This allowed faculty and leadership to work on their communication skills. Conflict was resolved and compromises were made, which will hopefully facilitate a future environment of collegial behavior. As long as resources are limited at Northern, this type of conflict will exist. Understanding funding is slowly increasing, this type of conflict will still persist, but will require management to be proactive and attentive to faculty needs.

With the departure of the Dean of Arts and Science, there is more lab space and office space that has opened up. Many faculty members will have increase in their lab space and/or office space. These in addition with the increase in pay has increased team spirit.

II. Challenges

A. Enrollment

The greatest challenge for BCES will be the reduction of lab science credit requirements within the state general education. The existing requirement of 8 credits is being cut in half to 4 credits. This means a student will be required to take 1 science course. This will most heavily impact BIOL 1110/L. CHEM 1110/L is required by Nursing, Chemistry, Biology, and Environmental Science, and ENVS 1110/L is popular amongst students. These two courses will have no problem meeting enrollment and can be offered regularly. BIOL 1110/L is only required by the Biology program and may have difficulty meeting enrollment.

The GE 205 (Chemistry Lab) is scheduled for renovation in Fall 2019, but there is no plan for GE 105 (Anatomy and Physiology Lab) and the age of the lab space is becoming an issue. The anatomy and physiology lab has carpet on the floor, which is not practical for dissections. Very little investment in this lab can improve functionality and student experience. In addition, we continue to buy distilled water from the store because the water purification system in GE 205 has not worked for a number of years. While the cost of buying water is not exorbitant, it takes time and effort to purchase and costs more when having to pay an employee to travel and buy water. With the end of open PO's, it will be difficult to procure many of these supplied in the lab. Lab space continues to be a challenge on campus. As many of the faculty are performing research with students more space is required. Teaching wet labs are also sorely needed. As more curriculum is geared towards hands on, which improves student experience, the department will need more space. Currently GE 204, the main biology wet lab is almost constantly booked with courses. If we are to add any more sections, we may not have a location to hold class.

Recruitment of qualified adjunct faculty continues to be a major challenge. As we expand RDPR and are working on continuing education projects. BCES will struggle to find quality chemistry and biology adjuncts. Efforts will be made to tap into local retired talent, but this may take time and trial and error to find quality adjuncts.

B. Student Success

Dispossession of old equipment has continued to be an issue within the department. GE 203 is designated to be a future BCES student lounge but is filled with outdated equipment. Working with N3B, they asked if there is a study lounge for their apprentices. However, we do not currently have one. Mentioned in last year's annual report, disposal of equipment is still a challenge. Much of the equipment is taking up space and not used, since newer and better equipment has been purchased. The department has developed policies that will limit the acceptance of donated equipment to ensure the equipment is viable and beneficial to research or instruction. Similarly, the department will strategically purchase equipment with a long-term vision of program development to avoid shortsighted purchases. The goal is to create a clean, modern, functioning environment that will facilitate student learning and success.

Anatomy and Physiology is transitioning to virtual dissections, which will be less expensive for the college in purchasing lab materials. However, it will require a computer lab. The department is not asking for a dedicated computer lab, but access to computers by students is limited. In

addition, scheduling a course in a computer lab is difficult because there are so few on campus. Northern could invest in a new computer lab and increase student experience and success.

C. Communication

Indirectly, communication suffers because of the immense workload of much of the faculty. Within BCES, the load of 12 credit hours per semester as dictated by CBA is appropriate. However, with research activities, service activities, and associated tasks, some faculty are so busy, they struggle to communicate many of their activities to their colleagues. The college as a whole does great work, but often struggles to communicate this work to the community as a whole because of the pace at which they are required to work at. In addition, the main source of communication on campus is e-mail, and can become overwhelming when there is so much of this. BCES is pushing and will soon start to have electronic signage within GE. The goal is to allow much of the communication that is lacking with faculty to faculty, faculty to student, and college to student to be facilitated by this electronic signage.

In addition, the website needs a complete overhaul. The department would like to see improved and easier URL's for all the departmental pages. For example easier URL's would look like www.nnmc.edu/biol, www.nnmc.edu/envs, etc. Currently our URL's look like <https://nnmc.edu/home/academics/colleges-and-departments/college-of-arts-sciences-cas/department-biology-chemistry-environmental-science/biology-programs/>. These URLs are impossible to print on promotional material, business cards, and verbally communicate.

D. Team Spirit

With the changing of the general education requirements and the reduction of 8 credit hours of lab science to 4, the department will now have to face the challenge of how to offer intro courses in a timely manner, but also ensure we have sufficient enrollment to offer the courses. Recognizing many of the intro courses are used for recruitment into our programs, we will have to employ new recruitment strategies to recruit from the FTAC pool.

BCES currently has a need in chemistry. We have one full time faculty member in chemistry. Since there is no contractual obligation for adjuncts to hold office hours, the one full time faculty member often provides help and tutoring to all students requesting help in chemistry. Similarly, right now our Biology Lab Technician assists with the prep of chemistry labs, which is not part of her job description and assists out of the kindness of her heart. We need a Chemistry Lab Technician. In addition, many of the research activities require regular purchases for their labs. The faculty depend on the Biology Lab Technician and it is difficult to keep up. At some point the department may need a URE coordinator, who will coordinate the labs and ensure faculty labs are prepared for research.

E. Budget requirements to address challenges

Many of the initiatives that address enrollment, student success, communication, and team spirit are funded from grants within BCES. As a result, increased support from the institution is unrealistic. However, the lab infrastructure is very much needed along with a Chemistry Lab Technician. These can be covered by institutional funds. Also, since URE's are required for B.S. degrees, investment in equipment such as \$22,000 for up gradation of lab equipment, a plate reader (~\$5,000-6,000) and a Gel imaging system (with protein membrane imaging ability, ~\$

15,000-16,000). This equipment would boost our capacity to include standard techniques in biology labs and undergraduate students will get the necessary exposure. Similarly, investment within the behavioral ecology lab including 6 tank heaters, 2 automatic fish feeders, and a bulk purchase of fish food for a discount price. All these items can be purchased for less than \$1,000. In addition, a Chemistry Instructor position would help with the adjunct situation in Chemistry and also assist with many of the Chem Lab needs.

III. Future Projects

A. Enrollment

The department of Biology, Chemistry, and Environmental Sciences will continue to administer the grants and funding sources they currently hold, including USDA-OASCR, BEST, NM-INBRE, and SWNRCT. This year USDA-OASCR and SWNRCT ended. 3 faculty members applied for INBRE funding for student led research. In addition, contracts with LANL and N3B will assist enrollment in the department. Pre-registration for BCES for the Fall 19 semester is up more than 40% because of these programs. BCES will continue to pursue opportunities within RDPR while there is momentum within the program. While much of the support is provided by industry, I&G support will focus on building up and supporting BIOL, ENVS, and CHEM. Also, the chemistry program suffers from low enrollment, and the department will look to see if similar contracts can be pursued with LANL for Chemistry Technicians to energize the program and increase enrollment.

With the current energy around RDPR, we would like to explore the potential to expand RDPR to online offering and become a regional hub for radiation protection. This may allow partnerships with other national labs and government installations.

B. Student Success

With an IACUC (Institutional Animal Care and Use Committee) currently in progress, partnerships with other institutions can be pursued. HT 118 now houses the pup fish facility and can increase recruitment of FTAC with students now have the potential to work with live animals. Outreach events can demonstrate to area schools exciting potential while attending NNMCC. The pup fish facility will be used to continue to pursue INBRE funds.

The Plant Molecular Genetics (PMG) lab was moved from GE 105 A at the beginning of Fall 2017 to a bigger space in HT 125. This has facilitated the expansion of undergraduate work and experiences in this facility and will increase opportunities for development of lab specific skills. This has been a successful transition; however, this lab will remain fairly quiet while faculty is on sabbatical. The Cancer Cell Biology lab will now occupy GE 104A and has the expanded capacity to house more students and will be expanding over the course of the next year. As a result, more resources may be needed in this lab.

The RDPR program shows the most potential for growth with the increased demand from local industry. NNMCC can supply up to 40 graduates in RDPR to local industry a year. This would require a minimum in doubling the current student enrolled. BCES will continue to pursue funding from local organizations to fund a RDPR faculty member, equipment for an RDPR lab, a full time RDPR recruiter/career services employee, and regional advertisement. Plans will be to try and matriculate at least 50% of these graduates into the ES program to help with B.S.

graduation numbers. In conjunction with this effort, BCES will explore the opportunity to offer RCT recertification through continuing education.

C. Communication:

The BCES website is up to date but has limited information on it. We will assign a faculty member to be our departmental web master. This will allow us to update the website on a more regular basis and have more information. This information will include recent publications, student research, active grants, internship/research opportunities, etc. Coordination with Communications and Marketing will assist with the training and ensure that page conforms to proper style and branding.

D. Team Spirit

BCES will continue to improve communication, transparency, and accessibility by using the google drive to store all required documentations. BCES will explore the incorporation into regular “retreats” or activities that will build team spirit, while allow faculty to avoid burnout and refresh their spirits during the semester.

Department of Humanities and Social Sciences

Chair: Lori Franklin (Interim 9/18-5/19) and Dr. Tara López (8/1/2019 – Present)

I. Annual summary of activities

A. Enrollment

Departmental faculty engaged in campus events, such as the new student orientation and EXPO event to promote programs to new students and potential students from the community. Faculty reached out to their advisees and met with as many students as possible for advisement sessions to help students progress in their efforts to meet program requirements and advance toward graduation.

To ensure the status of HSS general education courses, faculty submitted applications for recertification to NM Higher Education. Certification was approved for the following courses:

Humanities I and II, Comparative Religion, World Mythology, and Introduction to Psychology.

B. Student Success

To support student success, all academic programs within HSS were reviewed to incorporate 2019 general education requirements but also to improve efficiency and validity of curriculum. All changes were reviewed and approved by departmental faculty prior to submitting to the curriculum committee.

Also, to emphasize student success, faculty collaborated on student learning outcomes for all academic programs. These outcomes were also integrated onto curriculum maps and included in the 2019 Assessment Plan for all departmental programs.

C. Communication

Throughout the 2018/2019 Academic year, the department met on a monthly basis. All agendas and minutes were recorded on a shared Google Drive. Additionally, documents regarding assessment, curriculum, HED certification, and program review of Pueblo Indian Studies were placed into Google folders on the Drive and made available to all departmental faculty.

Additionally, faculty contributed information regarding activities within the department and faculty achievements to two publications of the Arts and Sciences Newsletter.

D. Team Spirit

To promote team spirit, faculty collaborated on several important projects to support departmental programs. The first was a program review including the AA Pueblo Indian Studies and the BAIS Pueblo Indian Studies emphasis. The work of these reviews was divided among several faculty members who contributed to the document and the production of data. Faculty attended meetings to discuss the best approach for the department in a collaborative and supportive way. The department chair, Pueblo Indian Studies faculty, a full-time faculty, and an adjunct faculty from HSS all contributed to the presentation and attended the review to support the program.

Also, in the interest of cultivating team spirit and moving the department forward, HSS faculty participated in two important faculty searches. One search was to add a Professor of Clinical Psychology to the department. Given the high number of students in the Psychology emphasis and the curricula of both the AA General Psychology and the AA Substance Abuse programs, there was a great need for a full-time professor with this expertise.

The other search was for the position of chair of the department. This search yielded many highly qualified candidates and provided an opportunity to find someone within the HSS fields to move the department forward in a positive way. Both search efforts resulted in highly qualified candidates with much to offer the department.

II. Challenges

A. Enrollment

Enrollment has remained steady for students in the Bachelor of Integrated Studies program, with 127 declared in the Fall 2018 semester. It is concerning that declared majors dropped to 109 in the Spring Semester but for Fall 2019, current registration is remaining steady at 93 compared to 92 in Fall 2018. Another challenge would be to increase enrollment in some of the programs with fewer students, such as the AA of General Psychology, and the BAIS (and Humanities emphases, and Self Design track).

B. Student Success

One crucial measure of student success, retention, poses one of the most significant challenges for this department. Retention has declined significantly if we compare “Fall 17 to Spring 18” retention where 85% of HSS students were retained, while “Fall to Spring 19 Retention” was only 48%.¹ Moreover, HSS departmental retention of First Time Any College (FTAC) students also experienced a significant decline. While 81% of FTAC students were retained from “Fall 17 to Spring 2018,” this dropped to only 48% from “Fall 17 to Spring 19.”² Non-FTAC student retention followed similar declines. 86% of non FTAC students were retained from “Fall 17 to Spring 18,” but only 48% were retained by HSS from “Fall 17 to Spring 19.”³ 82% of all HSS students from “Fall 2018 to Spring 2019” were retained.⁴ Nevertheless, there appears to be a significant difference in retention between FTAC and non-FTAC students. While 83% of “Fall 2018 to Spring 2019” HSS students were retained,⁵ only 75% of a comparable cohort of FTAC students were retained.⁶

¹ Carmella Sanchez, “Table 2: Fall Cohort Retention Rates,” in “Retention Study,” Office of Institutional Research, Northern New Mexico College, April, 2019, p. 2.

² Ibid., “Table 3: Fall Cohort Retention By College – First Time Any College,” p. 3.

³ Ibid., “Table 4: Fall Cohort Retention by College – Non FTAC,” p. 3.

⁴ Ibid., “Table 8: Fall 2018 Cohort Retention By College,” p. 6.

⁵ Ibid., “Table 10: Fall 2018 Cohort Retention By College – Non-FTAC,” p. 7.

⁶ Ibid., “Table 9: Fall 2019 Cohort Retention By College – First Time Any College (FTAC),” p. 6.

C. Communication

The department will face the challenge of updating the departmental website to incorporate recent changes and to produce current promotional materials to reflect programs and the vision of the department.

D. Team Spirit

The department has experienced some challenges to team spirit considering certain transitions. The previous chair resigned at the beginning of the Fall 2018 semester and was temporarily replaced by an Interim Chair (who was also responsible for an additional department). The absence of a permanent chair dedicated to a single department only made it challenging for the department to grow and move forward. The department also experienced the loss of a visiting professor of Psychology position in January, and in June, the resignation of a full-time faculty in Pueblo Indian Studies. Some of these challenges will be minimized now that a tenure-track department chair and a professor of Clinical Psychology have been hired. Moving forward, the department will need to face the challenge of the resignation of the professor of Pueblo Indian Studies and the two-year probation recommendation following the program review of Pueblo Indian Studies.

E. Budget Requirements

In order to facilitate student success, consistent and informed advising needs to occur throughout the year, but right before the most important semester of the academic year, consistent advising does not occur because only the Chair and Administrative Assistant are present. Therefore, HSS requests a stipend for one to two faculty to advise full time the two weeks prior to the fall semester.

For instance, if Kiersten Figurski were selected, whose salary is \$43,000⁷ according to the CBA, would be paid \$2986.11 for working two weeks prior to the fall semester. A work-study or part-time staff position would also be advantageous.

Another option, suggested by Ms. Rachel Begay, is to model UNM-LA where the week before classes, faculty are completely available for advisement. That would involve a campus-wide overhaul of contracts, but, in the long term could boost enrollment and retention.

The BAIS with an emphasis in Criminal Justice appears to be experiencing significant growth. While the Chair will work to expand course offerings in this area, a full-time faculty position in Criminal Justice will attract more students to this program.

To facilitate the growth of HSS, I request a full time administrative assistant to help not only with daily functions, but to facilitate the growth of the department by engaging in tasking that will help with the ambitious plans for the department. This cost would be approximately \$42,560 a year, which is \$32,000 base salary and then, the added cost of benefits. Currently, the administrative assistant is shared between Language and Letters and HSS; nevertheless, the spring 2019 headcounts were 114 for HSS and 24 for Language and Letters. Moreover, the numbers of "Duplicated Declared Majors per College," indicate that 158 students in the spring of 2019 were HSS, compared to 27 for Language and Letters.⁸

⁷ While Agreement Between the Northern New Mexico College Board of Regents and the Northern Federation of Educational employees, AFT-NM, AFL-CIO Faculty Bargaining Unit, Effective Through June 30, 2021, Article 36. "Compensation," pg. 62 indicated \$48,702 for a new Psychology Professor, which would be \$3382.08, Professor Figurski disclosed that her salaries is \$43,000 a year, making the two week payment \$2986.11.

⁸ "Enrollment Data Report, Spring 2019," Office of the Provost, Northern New Mexico College.

Due to the new initiatives, and the demand from current students, an administrative assistant dedicated exclusively to HSS would be needed.

III. Future Projects

A. Enrollment

The Chair will work to boost student enrollment in five key ways.

- a. First, the Chair will work with Basic Ed and Camp to provide advising workshops with students interested in becoming HSS students.
- b. Second, Chair requests that the departmental website be revised to not only reflect the new faculty on site, but all celebrate the great achievements of our faculty. For instance, to increase enrollment for the AA in General Psychology, our website should centrally feature Dr. Robert Beshara's upcoming conference to excite students about the academic caliber of the program.
- c. Third, the Chair and fellow faculty should attend community events to let students know about what HSS offers and what they can do with the degrees.
- d. Four, collaborate with faculty and community on an Indigenous Studies.

B. Retention

Three key strategies will be implemented to increase retention of HSS student.

- a. There is a significant body of research in the fields of sociology and education that indicate that first-generation students of color require significant forms of support to facilitate their success. Therefore, the Chair will briefly discuss components of such research and effective pedagogical strategies to faculty at departmental meetings in order to provide them the tools to retain our quality student body.
- b. Working off the successful advising model of the Engineering Department, the Chair will institute mandatory advising for HSS students, which the research has shown to be effective for first-generation students of color.
- c. The Chair and the Department will consider incorporating a software-based element of advising (Degree Works) to eliminate the need for paper, but, more importantly, to assure that there is a consistent, organized, and legible level of documentation to assure that students are advised correctly.

C. Communication

Three changes will occur to help faculty, students, and the overall growth of the department.

- a. In addition to monthly meetings, the Chair will individually meet with full-time faculty to outline what faculty need in regards to support.
- b. The Chair will work more closely with Rachel Begay to assure that time is set aside for the Chair to not only complete necessary department-wide strategies, but to also have time to seek out additional funding for HSS.
- c. All pre and post evaluations will be conducted via Word and PDF. Moreover, Word copies will be sent to: the Provost, HR, the candidate, and stored electronically by the Chair of HSS. Utilization of Degree Works will be implemented.

D. Team Spirit

Communication will be at the foundation of Team Spirit. Three changes will foster team spirit among the HSS department.

- a. Hiring a full-time chair will create a sense of stability for faculty, which will lead to more positivity and connection.
- b. The use of research-based methods to achieve student success will assure faculty that any changes made are not arbitrary, but are proven to be efficacious.
- c. Meeting one on one with faculty will lead the department foster a sense that their ideas and concerns will significantly inform the direction of the department.

Department of Language and Letters

Chair: Lori Franklin

I. Annual summary of activities

A. Enrollment

Several efforts were made to increase enrollment in departmental courses and programs. To increase enrollment in the AA Liberal Arts program, faculty partnered with both Penasco High school dual credit program and Upward Bound. For the Penasco dual credit program, courses were offered for students to complete the AA Liberal Arts, and faculty worked with the Penasco advisor and met for advisement sessions with the dual credit students. As a result of these efforts, two dual credit students from Penasco completed the requirements for the AA Liberal Arts and graduated in Spring 2019. Similar efforts were made to coordinate course offerings for students in the Upward Bound program. Many of these students enrolled in our courses, and two of these students are on track to graduate with an AA Liberal Arts degree in Spring 2020. Efforts were made to support enrollment in new General Education courses. Starting in Fall 2019, all students in Non STEMH programs will be required to take one literature course. Faculty have created a new course, ENGL 1410 Introduction to Literature, and this will be offered for the first time in Fall 2019. The department will also be offering a World Literature course in the Spring semester to satisfy the general education requirement. This course has not been offered for many years, and it is a great opportunity to increase students' appreciation and understanding of literature.

To secure the general education status of composition courses, faculty submitted and gained general education certification approval for Public Speaking, Composition I, Composition II, and Technical Writing through the NM HED process.

B. Student Success

One important marker of student success was reflected in the number of graduates for the AA Liberal Arts degree. That number doubled from the 3 graduates in FY 17/18 to 6 graduates in FY 18/19. There was a concentrated effort in the department to meet with students for advisement and to continue working with Penasco dual credit students (who graduated 2 students with an AA Liberal Arts degree).

As part of an ongoing Retention Project, composition faculty continued with the Attendance Policy and the emphasis on conferencing individually with students and implemented mandatory

Writing Center visits in some sections of composition courses. One section of ENG 111 included the additional resource of an embedded tutor. The instructor reported that the tutor was an asset to the course and this resource was also noted as helpful on student evaluations. Completion and passing rates for ENG 109N and ENG 109NL decreased from the previous year in Fall 2018 but showed an increase in Spring 2019. Completion decreased to 63% in Fall but rose to 70% in Spring. Passing rates of those who completed decreased to 71% in Fall but rose to 89% in Spring.

While completion rates for ENG 111 students decreased from the previous year, passing rates increased. Completion decreased to 78% in the Fall and 77% in the Spring. Passing rates increased to 80% (from 58%) in the Fall and to 69% (from 68%) in the Spring.

C. Communication

In an effort to develop ideas for a bachelor's degree, faculty formed an Advisory Board and created documents to capture the proposed program. These ideas were communicated to the advisory committee who contributed their feedback. The presentation and materials created for a series of working meetings with this advisory committee helped to solidify ideas and identify areas that need revision and development.

Throughout the 2018/2019 Academic year, the department met on a monthly basis. All agendas, minutes, and other documents were recorded on a shared Google Drive. Composition faculty also met for a meeting prior to the Fall Semester and the Spring Semester to discuss the ongoing retention project results and next steps. Faculty teaching ENG 109 and 111 met an additional two times during the semester to engage in a norming session (group grading) and a portfolio grading session. All meetings were very supportive and collaborative in nature and created positive communication opportunities.

D. Team Spirit

To promote team spirit, faculty participated in a departmental retreat in the Fall 2018 semester. During the retreat, faculty worked collaboratively to create a working draft for the name, program requirements, and assessment of the proposed bachelor's program. Faculty outlined a process to create an advisory committee and to host a reception and working sessions. The retreat helped the department move forward in a way that was inclusive and supportive of individual perspectives and shared values. In the Spring semester, faculty came together to create the advisory committee, plan and host the reception and working sessions.

Also, in the interest of cultivating team spirit, the department hosted several events/projects. The first was a speech contest at the EXPO, involving students in a public speaking class engaging with students attending the recruitment event. The *Trickster* editorial staff also hosted a Haiku walk, where students, faculty, and staff discussed this form of poetry and created poems. These poems were written in chalk on the sidewalk in front of the library in celebration of literary expression. Also, to celebrate creative writing and art, faculty worked with the student editorial board to publish the latest edition of the NNMC literary journal, *Trickster*.

II. Challenges

A. Enrollment

The number of declared majors in the AA in Liberal Arts remained steady in the Fall 2018 semester with 36 students (compared to 35 in the Fall 2017). Unfortunately, the number of declared majors decreased in the Spring semester to 24 students. As noted previously, the number of graduates did double, but the decrease in declared majors from Fall to Spring is concerning and a challenge that needs to be addressed. Increased efforts need to be made to meet with students, keep them in the program, and move them toward graduation in even larger numbers. These challenges will be a focus for the coming academic year.

Another challenge to growing enrollment is to move forward with the progress made on developing the bachelor's program. The department made significant progress in framing the curriculum, forming the advisory committee, and addressing issues of student interest and needs assessment; however, several challenges were faced in this progress. In the Fall 2018 semester, one full-time faculty was on medical leave; in the Spring 2019 semester another faculty was on Sabbatical leave, and for most of the academic year, the department chair assumed responsibility for an additional department (Humanities and Social Sciences) when the previous chair resigned unexpectedly. These factors lead to fewer resources for the work needed to develop the bachelor's program. Starting July 1, 2019, the department has also lost one of the full-time faculty members to a full-time administrative position.

B. Student Success

For Language and Letters, the main challenge in student success is to support students' successful completion of the composition sequence. Unfortunately, many incoming students lack the essential reading and writing skills to complete college level assignments. They often do not have a strong academic background in critical reading and analytical writing. These skills are not easy to develop and require many hours of dedicated and consistent work, which some students unfortunately struggle to maintain. Language and Letters faculty work very hard to provide the support students need and to maintain high standards in composition courses. These standards are crucial considering that students must master these foundational skills in order to succeed in their college courses. All these factors present challenges that often result in passing rates that are lower than ideal. For example, in Fall 2018, only 78% of the students enrolled completed ENG 111. Fortunately, 80% of those students did pass the course; however, too many students are still not mastering the content and passing the course. In the Spring 2019 semester, the completion rate dropped to 77% and the pass rate of those who completed decreased to 69%. These rates reflect progress for some students, but too many students are still not completing and even when they do complete, not passing.

Language and Letters faculty continue to collaborate on strategies for how best to improve these passing rates. Mandatory Writing Center visits have produced some positive results, but with more than 100 students a semester in ENG 111 alone, mandatory visits in all sections would overburden the current staffing availability in the Writing Center. The embedded tutor program did provide a helpful resource but did not translate to higher completion/passing rates.

C. Communication

Among the faculty and staff within Language and Letters communication is healthy and consistent; however, the department must continue to develop efforts to communicate to the campus community and the larger community the mission, vision, and programs of our department. The presentations and documents created for the Advisory Board meetings were helpful in communicating our mission and vision, but the challenge is to sustain that momentum and to continue to develop that message. Additional promotional materials for the department, including *Trickster*, the Writing Center, and the AA Liberal Arts degree need to be developed to communicate better the existing programs in the department. Faculty are interested in pursuing these efforts, but the challenge is to assume this added responsibility with reduced faculty numbers and still meet all other required duties.

D. Team Spirit

The Fall 2018 Departmental Retreat and the meetings with the Advisory Board were excellent opportunities to boost the team spirit among faculty and staff in Language and Letters. The challenge is to follow through with the work started in that retreat and developed through the Advisory Board meetings. As noted previously, the reduced faculty resources last year and the transition of one faculty to administration next year have posed challenges to this progress. Nevertheless, to fulfill the vision created in the retreat and to maintain the positive feelings that vision created, departmental faculty must embrace these challenges.

E. Budget requirements to address challenges

Additional funding would support Language and Letters ability to advise students, develop the BA proposal, and cover the departmental courses.

Funding to offer a 0.5 or full-time position to compensate for the loss of one of our full-time faculty positions.

III. Future Projects

A. Enrollment

To increase enrollment, the department will engage in efforts to recruit students into the AA Liberal Arts program. The department experimented with mandatory advisement last year, but many students still did not come for advisement. Faculty advisors have primarily reached out to students through email, but next year, calling campaigns to reach out to students will be implemented to increase the number of advisement sessions and hopefully the number of graduates. Faculty will continue working with Penasco and Upward Bound coordinators and students.

For general education courses, faculty will submit certification requests for Introduction to Literature, Creative Writing, World Literature I and II, and Children's Literature to NM HED. Promotional materials will be developed explaining the degree requirements and emphasizing the broad appeal of the AA Liberal Arts degree. These materials will be broadcast and distributed through class visits to FYE courses.

Language and Letters faculty will continue the efforts began last academic year to complete our BA proposal. This will include reviewing the feedback from the advisory committee, reviewing the results of an interest survey, and conducting needs assessment. As progress is made on the proposal, faculty will meet with the Advisory Board for additional feedback.

B. Student Success

Composition faculty will continue efforts to support each other and to help students successfully complete the composition sequence. The attendance policy, class room visits, and contract signatures will be continued as these efforts have yielded positive results. Additionally, in collaboration with composition faculty, the department chair is designing documents to support research skills: a departmental guide to MLA in-text and work cited entries, departmental handouts on acceptable paraphrasing and effective and ethical use of quotations.

To help faculty and tutors meet student needs, several meetings/training workshops are being planned for Writing Center tutors, Composition faculty, and FYEX First Year Experience faculty.

To encourage successful completion of the AA Liberal Arts program, in the Fall 2019 semester, the LLLA 1101 Foundations in Liberal Arts course will be offered. This course will help orient students to the degree and provide opportunities to advise and connect with students.

C. Communication

Language and Letters will continue the practice of monthly meetings and shared drive for agenda, minutes, and other important departmental documents. The web page for the department will be developed also with an additional component for departmental news and a page devoted to *Trickster*. Composition Faculty will continue meeting at least three times a semester to share ideas and to engage in holistic group grading. Adjunct faculty will continue to receive regular email messages and an open-door policy to meet with the department chair regarding issues of concern.

D. Team Spirit

Faculty would like to continue the annual Departmental Retreat as the first two created excellent opportunities to work together, away from daily obligations, to share ideas, and to support each other in a respectful environment. These retreats promote the team spirit of the department in a significant and meaningful way.

Regular and consistent efforts to appreciate and thank faculty and staff members for their accomplishments and hard work will be continued. The department chair has already sent individualized emails to each full and part time faculty summarizing the praise given on Spring 2019 student evaluations and thanking members for their commitment to NNMC students. This practice will be continued in fall.

Department of Math and Physical Sciences

Chair: Dr. David Torres

I. Annual summary of activities

A. Enrollment

Currently the Department of Mathematics and Physical Science has 8 students as of 6/17/19. Three students are seeking an engineering degree and also wish to pursue an AS in mathematics.

Melany Cordova

Ayleen Fierro (seeking AS Mathematics in addition to engineering degree)

Arrick Gonzales

Albert Levi (seeking AS Mathematics in addition to engineering degree)

Alexis Martinez

Cheik Maiga (seeking AS Mathematics in addition to engineering degree)

David Nunn

Tino Pacheco

The number of math Majors in 2018-2109 (1% of the student population at NNMC which is in accordance with the national average of 1.1% (2015-2016). Source: Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2015-16: https://nces.ed.gov/programs/digest/d17/tables/dt17_322.10.asp?current=yes)

B. Student Success

David Torres and Ana Vasilic mentored NM-INBRE students Arrick Gonzales and Ened McNett. David Torres also mentored Alliance for Minority Participation (AMP) student, Krista Ocana and Ana Vasilic mentored AMP student, Alexis Martinez.

The Department of Mathematics and Physical Science graduates in Spring 2019 included:

Von Canete AS Mathematics

Arrick Gonzales AS Mathematics

Jose Pacheco BS Mathematics

Our math majors seem to find jobs easily or maintain their employment. For example, Tyler Fronk, Nikki Whitaker, Frank David, and Candace Vargas are currently employed by LANL.

C. Communication

Ana Vasilic finished co-writing a book. Title: Applications of Homogenization Theory to the Study of Mineralized Tissue Authors: Robert P. Gilbert, Ana Vasilic, Sandra Klinge, Alexander Panchenko, and Klaus Hackl. It has been submitted to the publisher CRC Press, Taylor & Francis Group.

David Torres was a co-author in the publication, "Interstitial migration of CD8 $\alpha\beta$ T cells in the small intestine is dynamic and is dictated by environmental cues" in Cell Reports in 2019. David Torres was also a co-author in the publication, "IL-7 promotes naïve T cell motility and regulates

T cell-dendritic cell contacts in the lymph node via JAK/STAT signaling” in The Journal of Immunology in 2018.

Dr. Claudia Aprea and Dr. David Torres submitted a paper to "International Journal of Biometeorology" (Publisher: Springer) which was partially reviewed (10/22/2018) and rejected but authors were encouraged to resubmit a more detailed manuscript
Ref.: Ms. No. IJBM-D-18-00364 "Predicting cumulative season total for Cupressaceae pollen for the city of Albuquerque, New Mexico from 18 consecutive years of data based on climatic variables"

David Torres was funded for his NM-INBRE grant, “Analysis of T cell movement within diverse tissues to enhance immune responses” for 2019-2020.

David Torres, Rhiannon West, and Armand Dichosa from LANL also wrote a grant for a Bioinformatics course through NM-INBRE which will not be funded.

David Torres was a PI on a NSF HDR DSC: Collaborative Research: New Mexico Data Science Corps grant with UNM, NMT, NMSU, and SIPI which was not funded. David Torres was also a collaborator on a DOE/NNSA DE-FOA-0002013 Minority Serving Institutions Partnership Program with UNM, NMT, NMSU, SIPI, LANL, and Sandia which was also not funded.

David Torres was also a PI on a COBRE/INBRE grant along with Dr. Judy Cannon from UNM which was submitted in June 2019.

Dr. Ajit Hira served as a judge for the statewide New Mexico Alliance for Minority Participation (AMP) Student Research Conference in Las Cruces, New Mexico. David Torres served as a judge for the Supercomputing Challenge at Northern New Mexico College in Spring 2019.

Dr. Hira participated in the Annual Renewable Energy Fiesta and received an Exemplary Service Award.

David Torres served as Principal Investigator (or Institutional Coordinator) of the following grants: NM-INBRE grant and NM AMP grant (Institutional Coordinator)

Dr. Vasilic received professional development through the ESCALA Faculty Summer Institute on College Teaching & Learning in Summer 2019.

David Torres and Ana Vasilic helped organize the Julia Robinson Math Festival on May 17th, 2019 under the direction of Lina Germann from STEM Santa Fe.

D. Team Spirit

Claudia Aprea created a newsletter for the entire College of Arts and Sciences.

Dr. Torres and Dr. Vasilic collaborated through the NM-INBRE grant.

Dr. Aprea and Dr. Torres are collaborating in pollen research.

Mathematics and Physical Science faculty served on the Faculty Senate, Student Senate, Tenure, Undergraduate Curriculum, Academic Standards, General Education, Personnel Committee, and

Institutional Assurance Committees. Dr. Aprea and Dr. Vasilic also participated in the CBA negotiations.

II. Challenges

A. Enrollment

Our primary challenge lies in recruiting student for the math program. Many of our senior level mathematics students have graduated and we have not received sufficient incoming freshman undergraduates. In addition, we often need to offer upper division math courses that do not have sufficient enrollment.

We will continue to address this challenge by participating in New Student Orientations and recruitment events. We believe our involvement in AMP mentoring will help our recruitment efforts.

B. Student Success

We will continue to gather data from students on the best upper division courses to offer in mathematics.

C. Budget requirements to address challenges

Due to the difficulty in recruiting adjunct faculty with the proper credentials and the fact that adjunct faculty should be teaching 9 hours or less, I am requesting that funds be considered for one lecturer position in the Department of Mathematics and Physical Science in 2020-2021. The amount required would depend on the cost of including benefits in the lecturer position.

I also wish to request \$1000 for the physics laboratories in HT 124. Michael Beddo has requested that the department replace older equipment that is not working properly.

Fortunately, through Title V funds, we were able to purchase 22 laptops for developmental math classes. The laptops are located in HT 129. We are also requesting funds to start replacing older computers in the Math HT 100 lab. Specifically, we are requesting \$2800 to replace 4 older computers in 2020-2021.

III. Future Projects

A. Team Spirit

Peer-reviewed articles will be submitted in honey bee modeling, pollen prediction, and biomedical research.

College of Business Administration
Dean: Dr. Lori Baca

I. Annual Summary of activities

A. Enrollment

The College of Business Administration (COBA) started the academic year in August 2018 with an increase in enrollment of 0.5% (1 student) over August 2017. Faculty and staff continued to work to increase enrollment numbers by reviewing records of students who have not completed a degree and who were not currently taking courses. COBA personnel first contacted students by mail and followed-up by phone or email. Other examples of outreach include: Advertising on Facebook, KDCE radio station, ads in local newspapers, ongoing communication with the local New Mexico Department of Workforce Solutions office (formally the DOL), employers such as Los Alamos National Laboratory (LANL), Casinos, and state and county government.

COBA is partnering with Santa Fe Community College and New Mexico Highlands University to share classroom resources which will benefit students from both institutions. COBA is working on agreements to partner with Mesalands Community College, the University of New Mexico (UNM) and LANL to provide courses and programs for their students and employees.

The Dean and faculty are also working on providing high quality online business courses and offering some programs 100% online in the near future. Faculty is preparing for the change by updating courses, self-evaluation of their courses and full evaluation by the distance education committee. By going through this formal process, COBA and NNMC will be able to provide high quality online programs to local and distance students. During the 2019-2020 academic year, COBA will offer the first 100% online four-year program at Northern New Mexico College.

Other enrollment initiatives include working with Española Valley High School, Penasco Independent School District, Coronado High School, and Tierra Encantada Charter School to offer dual credit courses to their students. This year, COBA also partnered with Del Norte Credit union to provide financial literacy training to youth in the local area. COBA also partnered with the Rio Arriba County Substance, Treatment, Outreach Prevention Program to offer financial workshops to high school students.

B. Student Success

Students in the COBA have had many successes this year. They received scholarships from the Northern Foundation, they obtained jobs at Los Alamos National Laboratory and in state government as well as other local organizations. Some students have decided to further their education by going from an associate degree to a bachelor's degree and some have continued past their bachelor's to completing their master's degrees. Seven out of the twelve (58%) students who finished their accelerated AA degree also finished their BA degree by spring of 2019. This is a great accomplishment for the students, COBA and Northern New Mexico College. COBA developed this pathway in response to student and employer needs, and the accelerated programs have proven successful for both parties.

During the 2018-2019 school year, COBA graduated a total of 57 students. This was an increase from the 2017 -2018 of 54 students or 9%. See details below:

BA Management 26

AABA Degrees 15

BA Accounting 3

C. Communication

COBA uses various forms of communication for contacting students, faculty, the college community and outside organizations. Faculty and staff contact students by email, telephone, and in person. In order to accommodate student needs, email is used to receive and transmit information such as transcript audits, Petition to Graduate forms, change of degree forms, and any other types of services we can provide without requiring distant students to travel to campus. This has helped students who are living in Albuquerque, Taos, Santa Fe, Bernalillo and El Paso graduate with their associate and bachelor's degree. COBA communicated with administration and faculty by providing a program review of their four-year programs. The resulting information will be used in current and future decision-making.

In addition to local faculty, adjunct faculty from other states such as Florida, Texas, California and New York teach for COBA. We communicate by phone and email on a regular basis. Full-time faculty and adjunct faculty who are on campus have face to face meetings with their students. Full-time faculty advise students and help them complete forms which help communicate with the financial aid, registrar, and the admissions offices. Within the COBA department, the Dean uses biweekly meetings to disseminate information about the College and programs within the department. During the past year, the "NNMC GO" app. was implemented, and students are now able to electronically connect to Blackboard, see information about their courses, and access college information including a phone directory and campus map.

Most of the communication with the college community is accomplished by meetings, phone, e-mail, broadcasts and Google Docs. COBA communicates with outside stakeholders and the broader community by attending face-to-face meetings, phone and email. Information on how many students are attending NNMC with WIOA funding is transmitted electronically to the Workforce Solutions office. Meetings with Los Alamos National Laboratory and New Mexico Highlands University staff usually take place in person.

Students are contacted in person, and via Blackboard, email, or telephone. Students are able to communicate with their professors before or after class, during faculty office hours or by appointment. The Dean is available to students Monday through Friday from 8:00am to 9:30am or by appointment.

D. Team Spirit

The faculty in the COBA have worked together as team players on many initiatives. Faculty has presented at recruiting events and have gone to schools and business to recruit. As a team, we have worked together to make changes to our curriculum and course numbering and naming to match other institutions throughout the state of New Mexico. This academic year, the COBA has developed certificates in Project Management and Office Administration.

Cosmetology/Barbering students regularly demonstrate their team spirit by offering free beauty services such as haircuts, manicures and pedicures to campus employees as well as the public. Cosmetology/Barbering students regularly attend events where they use their talents to show their Eagle Team Spirit.

II. Challenges

A. Enrollment

Current unduplicated enrollment is 123 students per semester. Our challenge is to increase total student enrollment within three years to 200 unduplicated students per semester. The number of students coming to campus as freshmen and sophomores has declined in the past couple of years. By implementing the ideas mentioned below, enrollment should increase to the goal of 200 unduplicated students per semester within three years.

B. Student Success

Student success is determined by factors which include: Fostering students' motivation; teaching students how to succeed in the postsecondary environment; and structuring support to ensure success. Everyone at the College has a role to play in supporting student achievement, but faculty must take the lead. To improve student success in the COBA, staff and faculty will develop structured programs, provide advising when it is needed, scheduling time for walk-ins, and by motivating students to continue their education. When a student finishes a degree, the student's family and the entire community also benefit.

C. Communication

COBA needs to expand marketing of its programs within the College and throughout the community. In order to do this, the COBA has the challenge of creating a communication flow that builds and sustains interest in the COBA as well as the institution. An example of this includes: the flow of academic programs, the academic outcomes, and the graduation rates per programs within the COBA. This information will be posted on bulletin boards within the COBA and on the college website. COBA will also continue to keep students informed about events throughout the academic year.

D. Team Spirit

The College of Business Administration (COBA) will start the 2019-2020 academic year with two out of four new faculty members. One of the newest faculty members has worked at NNMCC for eight years. Since then, she received her master's degree and will now become a faculty member here in the COBA.

The challenge is to provide training and at the same time provide excellent customer service to students as well as other stakeholders. To accomplish this, the Dean will use staff meetings to train staff, will model intrusive advising, and will provide examples of student scheduling challenges that have been overcome in the past.

E. Budget requirements to address challenges

To address these challenges, NNMCC should: Provide funding for at least two members (Champion and Co-Champion of ACBSP) of the College to attend the yearly ACBSP Conference - \$4,000 each; provide funding for at least two members to attend the ACBSP Regional 6 ACBSP yearly conference - \$2000 each; provide a stipend of \$2500 to a COBA faculty member to become the director of the business programs (Associate's and Bachelor's degrees for the business programs only); and provide an additional \$60,000 for COBA salaries.

It has been very difficult to attract faculty members who have higher education teaching experience. The College of Business Administration only has funds to hire assistant professors with an average salary of \$55,000. The data show that faculty in the COBA are well below the salary range in the CBA matrix salary study (page 62 of the CBA at https://nnmc.edu/wp-content/uploads/2019/07/CBA_Full_Time_Faculty_Fall_2019.pdf). Without salary increases, the College will continue to struggle to attract faculty with higher education teaching experience. This limits our ability to expand high quality instruction and to provide our students with educational experiences that enhance their prospects for both graduate school and gainful employment.

III. Future Projects

A. Enrollment, Student Success, Communication, and Team Spirit

The COBA will develop a bachelor's program online; develop a pipeline with Los Alamos National Laboratory for a bachelor's degree in project management; increase dual credit offerings; continue working with New Mexico Highlands University by sharing accounting courses; continue offering Project Management courses at the Higher Learning Center in Santa Fe; and sign a memorandum of understanding (MOU) with University of New Mexico (UNM) to offer a pipeline for NNMC students to pursue a master's degree in project management at the UNM Anderson School of Management. The COBA will continue to support students with advising and by creating and delivering programs tailored to the needs of students and local and regional workforce needs.

College of Education
Chair: Dr. Sandra Rodriguez

I. Annual summary of activities

A. Enrollment

Student enrollment for the fall 2018 was at ninety-seven (97) unduplicated majors. In the spring 2019 semester, the enrollment fell significantly to include only eighty-one (81) students. Overall, the College of Education has experienced an approximate 15% increase in yearly average student enrollment from 2017-18 to 2018-19.

Student Enrollment Data					
Fall Semester	Student Enrollment	Spring Semester	Student Enrollment	Academic Year	Average Student Enrollment
				2016-17	84
Fall 2017	77	Spring 2018	75	2017-18	76
Fall 2018	97	Spring 2019	81	2018-19	89

Student enrollment was identified as a challenge in 2017-18. Student confidence in the College of Education to deliver necessary coursework for program completion was needed and the delivery model of coursework needed to be part of a larger strategic plan. In order to meet the student enrollment challenges, efforts to increase student enrollment focused on providing student supports that were identified by the students, such as; faculty being physically present for advising when students were available. This often meant faculty would need to be available for unscheduled appointments because students' work schedules, family obligations and school schedules did not always lend themselves to the inflexible scheduling of fixed appointments. Advising has had to be key to building relationships with students. Advising includes developing a full program degree plan so students have a clear indication of course work they need to take throughout the entire program with a graduation date clearly identified. The long-term program planning is essential for students to use as a guide to help them schedule their coursework within their busy lives.

Additional supports identified by students included the flexibility of the scheduling of courses. Many of the education students commute long distances. They need the flexibility to take courses that were scheduled in the evening and weekends, and that also took into account a three-hour one-way commute. Hybrid and fully-online coursework has been identified as an essential delivery system for students.

B. Student Success

Student success as measured by program completion included a total of fifteen (15) students completing either an Associates or bachelor's degree, or an Alternative Licensure Certificate for the academic year 2017-2018. In contrast, thirty-three (33) students graduated with a degree or certificate in 2018-19 for a 55% increase. There were fifteen (15) students completing their

associate degree in 2018-2019; seven (7) students earned an Early Childhood in Education degree and eight (8) students earned an Elementary Education degree. A total of eight (8) students earned a Bachelor of Arts; three (3) students earned an Early Childhood in Education degree and five (5) students earned an Elementary Education degree. A total of eight (8) students earned an Alternative Licensure Certificate.

Student Graduation Rates	
Academic Year	Average Student Enrollment
2016-17	13
2017-18	15
2018-19	33

The College of Education updated and expanded the Associates of Early Childhood Education to include a Bachelor of Arts in Early Childhood Education with NM Licensure Age 3- Grade 3. The work included complete course development and updates to the program to meet the newly adopted NMPED early childhood competencies, NNMC Curriculum Committee approval and then NMPED program approval. There were also updates to the Bachelor of Arts Elementary Education and Alternative Licensure Elementary, Secondary, and Special Education programs to be in full NMPED compliance.

C. Communication

Supporting a culture of mutual respect between faculty, students, and administration college-wide was identified as a challenge. Regularly scheduled faculty meetings to share information between the faculty and staff had been identified as a means to meet the challenge. Bi-weekly meetings were initially scheduled for the first semester and they quickly expanded to include weekly half-day work sessions to meet unexpected program accreditation demands. The additional work required of the faculty and staff of submitting all changes to the NNMC Curriculum Committee for approval as well as the state's PPSC for state approval did impact team spirit.

D. Team Spirit

Team spirit was a challenge as the heavy workload took a toll of the faculty and staff, but there were clear signs of pride and success. The College of Education held its first Co-curriculum activity in many years that included program entrance and exit activities, a partnership with LANL Foundation, Española Public Schools, and the NNMC Financial Aid Office. There were over thirty students in attendance. A chocolate fountain with a variety of fruits, cheeses, breads, and punch served as the backdrop to networking and socializing between students, partnering representatives, faculty and staff. The event was not only enjoyable, but highly successful.

II. Challenges

A. Enrollment

Student enrollment continues to be a challenge, more specifically to student retention from the fall to the spring semester. We need to continue to build positive interactions with students and

continue to focus our efforts in providing students with strong support in advising. Having faculty schedules that promote a robust department environment will increase the perception of a student-centered program.

B. Student Success

Student success as measured by program enrollment and program completion continues to be a challenge. As new requirements for on-line teaching certification become a reality, the impact on the current delivery system of hybrid courses. The new requirements will ultimately increase the quality of on-line courses, but during the initial transition, the current student enrollment may fall as the needs of the students in the out-lying communities may not be met.

C. Communication

Supporting a culture of mutual respect between faculty, students, and administration college-wide is vital to the College of Education's ability to foster a positive and inviting learning environment. Regularly scheduled faculty meetings to share information is necessary.

D. Team Spirit

Providing a safe environment that will honor differences of opinion while staying focused on the overall health of the College of Education's programs and students is key for any organization.

E. Budget requirements to address challenges

The declining student enrollment is a key indicator of a loss of funds necessary to build robust programs. Students need to know that they are investing in their futures through a healthy organization that can help them realize their dreams. Students do not lack vision, intelligence, or motivation, they are missing the trust they need in us.

III. Future Projects

A. Enrollment

The need for supporting the state-wide crisis, and more specifically the crisis in northern New Mexico school districts for TESOL and bilingual endorsed teachers was identified as a challenge the prior year. In order to meet this challenge, a collaborative partnership was established with the LANL Foundation to support teacher candidates. The College of Education at Northern New Mexico College (NNMC) and the LANL Foundation joined together to offer an opportunity to NNMC students enrolled in the teacher preparation program in pursuing their TESOL certification. The LANL Foundation agreed to support ten NNMC teacher candidates in attaining the TESOL certification by paying for fees, tuition, and textbooks to equal a maximum of two TESOL courses for the summer 2019, fall 2019, and spring 2020 semester and a stipend of \$1,000.00 to candidates that complete the program.

A grant request to support the development of a residency model program that creates a strong university-district-agency partnership between the College of Education at Northern New Mexico College, Española Public Schools, and the Jicarilla Apache Department of Education was fully funded for \$191,594.00. The residency program will serve as the catalyst to address the needs of the recruitment, training, and retainment of quality teachers and teacher candidates in

northern New Mexico communities that serve large numbers of Native American and English Learner students.

B. Student Success

Student success as measured by program completion will require finding creative ways to support students that have been attending Northern for many years. The fact that students are persistent in trying to complete a degree plan needs to be recognized as a strength. Advising students with many years of coursework and work experience needs to be re-evaluated in a manner that is not just about checking off boxes. A more global vision towards student success that entails re-examining policies that serve as barriers will need to be reviewed.

C. Communication

A deliberate plan to foster positive communications between faculty, staff, students, and administration will be implemented. The plan will communicate formal and informal gatherings to share information.

D. Team Spirit

Weekly departmental meetings, an increase in faculty and staff presence in the department, and regularly scheduled celebrations will be a means to improve team spirit.

I. Annual summary of activities

The FY 19 had been a very busy year for College of Engineering and Technology (CET) with great achievements and successes in accordance with NNMC strategic direction. CET had its share of challenges as well. The annual CET activities are presented below according to the NNMC strategic direction.

A. Enrollment

Enrollment at CET in both IET and EMET programs have been steadily increasing over the years. Compared to FY 18 the student enrollment increased slightly in FY 19. To make the transition of students stronger and to increase the number of transitions from SFCC engineering and technology associate graduate programs into NNMC CET programs, the articulations between the two institutions have been revised and updated. A few NNMC CET faculty members attended SFCC transfer day on March 5th 2019 to recruit students in both NNMC EMET and IET programs.

As part of recruitment effort, CET chair visited Espanola Valley High School (EVHS) on Dec 5th, 2018 and met with several EVHS students to recruit them in EMET and IET programs. CET faculty participated in student phone program to recruit new students. Another recruitment effort took place during the Annual Expo on April 17th, 2019 where four IET and EMET faculty members including CET chair aggressively put an effort to recruit engineering students.

In fall of 2018, IET network courses were taught using Zoom technology alternatively between Espanola and HEC campuses. This was the first NNMC course ever to be taught using Zoom technology. This increased the possibility of more students taking classes through HEC and from other distant locations. In spring of 2019 more IET courses were offered via Zoom technology. In addition, in spring 2019, CET acquired its own Mondopad to be placed in HT 118 for classroom use and for distance education use.

Two new fully IET lab courses were added in fall 2018, one in advanced programming application area and one in advanced database application area. These courses expose students to industry level application development. In addition, three new certificates have been created in fall 2018 to help students become more prepared for industry and their professional fields. These certificates are in the area of IET Networking, Database Applications, and Programming Applications. Resume workshops were held in fall 2018 and spring 2019 by LANL representatives that expedited the hiring process of several EMET students into LANL. Student career path session III was held by NNMC ACM Student chapter in October 30th, 2018 to shed light on future job markets that other peer students are already working in.

CET re-applied to NSF S-STEM grant in spring 2019 for the third time to bring in scholarships for the CET students. This grant was not awarded. The IET program continued its second year with the Cybersecurity grant with activities such as incorporating security components in course

curriculums such as in Information Assurance and Security, increasing NNMCI IET interns in LANL etc. The EMET program continued with its INCLUDES and EDUCERE grants, where EMET students were paid stipends for their work with mentoring and research projects.

As part of the INCLUDES grant several activities took place involving the local high schools and middle schools in the community. CET students mentored local middle school students in building robots to compete in the RoboRave competition in spring of 2019. A good number of EMET students participated in spring 2019 solar festival held at NNMCI. IET faculty worked with UNM on its Critical Technology Student Program grant that allowed IET students to take online courses with UNM and attend UNM consortium.

Enrollment and Student success are functions of program accreditation. Majority of the year 2018-2019 was dedicated to put in place and complete the required tasks for ABET accreditation. For example, substantial amount of time was dedicated to new faculty hiring process in summer of 2018 and continued till the end of fall 2018. Sufficient number of faculty in both IET and EMET is a requirement of ABET accreditation. As a result, three new faculty were hired in both EMET and IET programs.

B. Student Success

New CET students, who are in their second semester at NNMCI (and first time college students) are advised by CET faculty members in detail on the courses in their path to graduation, which semester they are scheduled to graduate, and to help them tackle risk factors such as long gap in education due to illness, family issues, and other personal issues. They are encouraged and guided to overcome those obstacles and get back on track. Transfer students are advised to make sure all of their courses are transferred from other colleges to shorten their graduation from NNMCI. Students are sometimes encouraged to take summer courses from other colleges to expedite their graduation from NNMCI. In addition, every faculty has been informed over several departmental meetings to emphasize on graduation and completing both associate and bachelor's degrees and to guide students to graduate sooner. Engineering student tutors are assigned to help students with math, physics, and engineering courses. Individual course specific TA help from specific courses are also available to help students succeed within class and outside of class. All of these efforts led to record number of graduating students in both EMET and IET programs in both Associate and bachelor's degree programs in the recent years.

Class schedules are made so that the courses do not overlap within each department. In addition, the common courses that are required by both EMET and IET students are scheduled not to overlap with other in fall 2018, spring 2019, and in fall 2019 schedules. New courses, Advanced Database Applications and Advanced Programming Applications courses are offered for senior students to take advantage of industry level application development in fall 2019. These courses will be counted as elective courses. Three new certificates have been introduced in fall 2018 as mentioned earlier.

To better educate and orient the new engineering students into the engineering programs, CET is partnering with new student orientation (NSO) to provide a separate introduction to engineering students in fall 2019.

Involvement in NNMC ACM Student chapter activities, local middle school mentoring programs, LANL internships, and NESA club activities help CET students to build leadership skills, community engagement skills, working in team skills, and professional experience. IET students were involved in projects with industry partners such as Cambium Networks to formulate wireless networking solution to increase the networking speed surrounding NNMC community. Several capstone projects were presented in the NNMC Annual Academic Research Symposium in May 2019.

Employers require ABET accreditation of CET programs to hire CET graduates into good employment positions. ABET accreditation is a must for the success of CET graduates in their future jobs and careers. The entire CET faculty (both IET and EMET) went above and beyond to work together to complete the two Self-Study reports for EMET and IET programs that were due on July 1st, 2019. The ABET team will be visiting the CET programs on NNMC campus on September 22nd through September 24th, 2019.

C. Communication

The CET went above and beyond to encourage students to apply to LANL internships and follow through the application process. This has been continuing in FY19 and into the future. CET students are regularly notified via NNMC email when jobs or tutoring opportunities are available at CET, which in addition to job information creates a sense of belonging of the students to CET. Continuing collaboration and communication between CET and LANL, N3B, and other outside entities are opening up opportunities for CET students to enhance their skills in industry specific areas. ABET advisory committees continue to provide suggestions specific to industry needs. These suggestions are regularly incorporated into the CET curriculums. Any concerns raised by students about any instructor is reflected in student evaluation and is discussed in personal meetings with the student.

The communication does not stay within the students. There is a strong communication built among CET faculty members. Corrective actions such as one-on-one meetings, emails are conducted with CET chair when necessary. For example, in the event any disciplinary action needs to be taken by CET chair to advise and correct any CET faculty to better perform their daily CET responsibilities.

Communication is also established between CET and other colleges and departments of NNMC.

D. Team Spirit

Every CET faculty and staff are highly valued for their contribution. Their effort and contributions are consistently verbally appreciated through emails and through fair yearly faculty evaluations. Bi-weekly departmental meetings address CET concerns, confusions, and provides a platform for faculty and staff to voice their feedback and suggestions on various CET and NNMC issues. CET

faculty group represents a family within the bigger family of NNMC. CET faculty members with diverse backgrounds such as American, Bangladeshis, Mexicans, Hispanic, and Indian, engaged in entertaining each other over traditional food and culture in fall 2018 when they cooked their traditional food shared by all faculty and some CET students.

Faculty members were provided trainings and workshops in their professional fields. The 2 new CET faculty members were provided ABET Fundamentals of Program Assessment trainings. IET faculty member was provided Cisco instructor training for all four Cisco networking courses. CET Grants made possible collaboration with different departments of College of Arts and Sciences. Capstone projects created collaborative opportunity for IET students with outside industry.

II. Challenges

The FY 19 overall had been a successful year. However there had been some significant challenges and setbacks that are presented below according to the NNMC strategic direction.

A. Enrollment

The primary focus of CET faculty was to complete the tasks related to ABET accreditation for both EMET and IET programs in FY19. This was even a bigger challenge since most of 2018 effort was spent on finding and hiring IET and EMET new faculty members. In addition, IET program was pretty much run by only one full time faculty member since fall of 2016. Many IET faculty members left NNMC between 2014 and 2016. This created a big gap in collecting IET course samples and assessments between 2014 and 2018. The IET course curriculum map for ABET and the ABET Self-Study report needed to be redesigned to address these gaps. All this effort was made to succeed in ABET accreditation. This lessened the effort to aggressively shoot for increased enrollment. Once the ABET visit is over in the fall of 2019, new initiatives will be taken to drastically increase enrollment in FY20 and FY21. On the HEC side, courses offered through HEC was not often sufficiently marketed to increase new recruitments from SFCC and surrounding Santa Fe communities. The new recruiter will be correcting this situation.

B. Student Success

Evening and online classes are often preferred by working students that are not always feasible to offer by faculty members and the CET program. This is not always possible at the resistance of faculty members. However, there is a strong push to change this culture in CET and provide completely student centric courses and course schedule as suggested by President Bailey following College America. More skilled and knowledgeable engineering tutors are needed who can provide required tutoring to the students. Lack of student preparation in math and analytical skills is one of the main reasons the CET students struggle with their classes especially with the EMET classes. Often through FY19, good student tutors were scarce resulting in lack of good student tutors. This will be better addressed going forward to select the student tutors in advance.

C. Communication

The major communication challenge happened among the EMET faculty members where lack of proper communication and responsibility break down resulted in the EMET self-study report mostly being done by one faculty member instead of three.

D. Team Spirit

Professional and personal growth opportunities are provided to CET faculty members in a regular basis. However, the low salary matrix at NNMC CET compared to other engineering colleges of NM, causes the loss of talented faculties who leave CET after a short time of service or do not wish to join. This is especially true for IET faculty members. Hopefully the NNMC higher administration will take the next step to increase IET faculty member salaries to match the IET industry salary standard and other IET salaries in sister academic colleges.

E. Budget requirements to address challenges

More grants need to be applied to and awarded in order to secure student scholarships to increase and retain student enrollment in both CET programs. As a small CET cost correction an effort has been made to lower CET expenses by ordering fewer number of books through the book store in spring of 2018 for fall of 2018. This is continuing through FY20. This correction was made because many CET students order books online at a cheaper price and not through the bookstore.

A budget correction was made in FY20 to include salaries for two part time lab technicians for EMET and IET programs.

Going forward in FY20 CET would like to increase budget for licenses for hardware and software used in both EMET and IET programs. Currently, the FY20 budget allows for \$6000 spent on licenses. CET would like to request it to increase to \$8,000 in FY21.

Table: Budget request for FY21

Fiscal Year	Area	Amount
FY20	Licenses	\$6000.00
FY21	Licenses	\$8000.00

III. Future Projects

FY20 looks bright for both programs in CET with a few challenges to address and mitigate provided both CET programs receive and continue with ABET accreditation. The future targeted CET projects are presented below according to the NNMC strategic direction. In addition to these described new projects, more maybe added as FY20 rolls along.

A. Enrollment

The successful activities and events that were part of FY 19 will continue in FY 20. With the current sufficient number of faculty members in each CET program, adequate number of courses will be offered in FY20 to meet student needs and graduate them faster.

The CET faculty members will apply for grants again to bring in student scholarships.

More articulations are being established between NNMC CET programs and Mesa Community College, Highlands, Central New Mexico College, and Western New Mexico Colleges.

CET will also put more recruitment effort through talking to students in classrooms, attending career days, and attending transfer days in other engineering institutions of New Mexico. The new certificates offered through CET will have possibilities to increase general student enrollment from other institutions as well.

The most important project for FY20 is to complete the corrective actions, if any, for ABET accreditation for both EMET and IET programs. This accreditation is critical in increasing enrollment, collaboration with other engineering programs, and for the success of CET programs and CET students.

B. Student Success

The successful activities and events that were part of FY 19 will continue in FY 20. A few courses will be offered hybrid and online to accommodate working students. These courses are 4 network courses from IET. Students will be completing and receiving the 4 new certificates that have been created as part of IET (Advanced Programming Applications, Advanced Database Applications, Introduction to Cyber Security, Computer Networking) programs. These certificates will have potentials to draw in students who are able to complete a few courses, receive a certificate without going into the full program, and get into the job fields immediately. To help all students succeed, selective students with good grades, merits and understanding of the course materials will be notified about their options to become tutors.

CET has joined in the NNMC effort to clean up the course catalog in order to sustain a clean and consistent course catalog for all students. To increase number of graduates, in addition to all the effort that are already in place, general resume workshops will be held (at least once per semester) to help the students prepare their resumes and to inform the students of available jobs in the market. These internal CET resume workshops can be part of the NNMC ACM Student Chapter activities.

C. Communication

The successful activities and events that were part of FY 19 will continue in FY 20. With respect to internal operations, CET is more stable in terms of administration and faculties in FY 19 and FY20. Externally, more articulations (at least 2 new) will be formulated between CET and other New Mexico engineering institutions. These NM institutions may include but not limited to New Mexico Tech, NMSU, UNM, ENM, New Mexico Junior College, CNM, WNMU, and Highlands, Mesa Community College. More collaborations (at least 2) will be made with industry partners such as N3B, LANL, Siemens, and CNM to engage and hire CET students and graduates and to provide students with job specific skills and professional experience. These partnerships may not be part of the main CET Bachelor or Associate programs but instead be part of Continuing Education courses. This type of partnership may not change the core curriculum of the current CET programs.

CET faculty members will visit local high schools to encourage high school graduates from local schools to enroll in CET associate, bachelor, and certificate programs. The new certificates will draw high school students into CET, who may not be interested in getting into the full program initially.

D. Team Spirit

The successful activities and events that were part of FY 19 will continue in FY 20. NNMC will look into the salary matrix and will address the salary discrepancies of NNMC CET faculty member in order to alleviate such discrepancies.

I) Annual summary of activities

A. Enrollment

Fall 2018 semester enrollment: Total enrollment remained steady for the Associate Degree Nursing (ADN) Program at 52 students. RN to BSN Program enrollment remains low. Seven new students were admitted for the fall semester, for a total program enrollment of 15 students. Enrollment is expected to increase once the nursing curriculum is fully online. The Nurse Aide Program courses were cancelled in the fall semester due to the lack of a qualified instructor. Eight students were enrolled in the spring semester.

B. Student Success

The ADN program continues to struggle with low NCLEX-RN licensure pass rates. The NM Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN) require pass rates to be at or above 80% for first time test takers. The 2018 pass rates were 62.96%. The table below illustrates three years of program pass rates.

Year	NCLEX-RN Pass rates
2016	88.89%
2017	50%
2018	62.96%

The program was placed on “Full approval with warning” with the New Mexico Board of Nursing (NM BON) due to two consecutive years of NCLEX-RN pass rates below 80%. The program must increase the pass rates in order to regain full approval with the NM BON. A comprehensive plan for the improvement of licensure pass rates was developed and implemented for the ADN program. The NCELX success component of the curriculum was greatly enhanced through practice exams, remediation, and review courses. High fidelity simulation was successfully implemented throughout the ADN program curriculum. NCLEX-PN licensure pass rates were 100% for 2018.

Program faculty have engaged in a variety of scholarship and professional development activities through the academic year. This included presentations at state and national nursing conferences, professional webinars, and attendance at conferences. One faculty member obtained the Certified Nurse Educator credential. 100% of full-time faculty maintain current clinical practices. These efforts promote faculty expertise and student success.

The RN to BSN Program hired a new Associate Director who is certified in online education and experienced in developing and teaching online courses. The program is steadily moving towards a fully online nursing curriculum. With the exception of one course, all courses are offered as

hybrid or fully online. Program faculty and the Dean are represented on the college's Distance Education Committee that is developing policies for online instruction. The Dean and one faculty member successfully completed CNM's Certificate for Online Teaching and Learning. Two faculty members are currently enrolled in the CNM Online certificate program.

C. Communication

Nursing Faculty members communicate on a regular basis through program governance activities. Departmental faculty meetings, program sub-committee meetings, and bi-annual nursing Community Advisory Board meetings provide regular avenues for communication and input by program stakeholders. Student representation at faculty meetings provides a regular venue for students to communicate with faculty and to have input into program governance. The nursing programs have a very engaged, supportive, and participative nursing Community Advisory Board (CAB).

D. Team Spirit

ADN Faculty input into the creation of a comprehensive plan for the improvement of licensure pass rates contributed to a sense of faculty satisfaction, ownership, and loyalty to the success of the program. One program faculty member presented at the New Mexico Nurse Educator conference in Albuquerque.

RN to BSN Program faculty presented at the New Mexico Nurse Educator conference in Albuquerque. The BSN program was highlighted as a model for holistic nursing education.

The Student Nurses Association (SNA) is an active student organization that provides regular communication between program faculty and the students. In addition to planning the nursing pinning ceremony, the SNA hosted a potluck lunch with faculty and students. This event served to promote student-faculty camaraderie and cultivate a sense of team spirit. The annual New Student Orientation for incoming level I nursing students and the annual Nursing Pinning Ceremony are events that promote team spirit and celebrate student accomplishments.

The department houses the only campus wide breastfeeding room. The Rio Arriba chapter of the New Mexico Breast Feeding Task Force meets monthly in the nursing building. This relationship with the nursing department prompted the breastfeeding taskforce to identify Northern's nursing department as a site for a breastfeeding mural.

II. Challenges

A. Enrollment

ADN Program enrollment could be increased with the development of a policy to admit LPN's to the program. Currently, the program has a moratorium on admitting LPN's pending revision of a clear admission and selection policy.

RN to BSN Program enrollment remains low. Program enrollment will need to double or triple within the next few years in order to sustain the program. It is anticipated that once the nursing

curriculum is fully online that program enrollment will increase. An aggressive marketing plan will be needed to promote the online program.

The college has been unsuccessful in retaining qualified adjunct faculty to teach the nurse aide courses. Strategies to recruit and retain qualified faculty are necessary in order to sustain the program. It may be necessary to cancel classes if faculty resources are not secured.

B. Student Success

Additional strategies for student success in the ADN program are necessary to increase NCLEX-RN licensure pass rates. The ADN program has been unsuccessful in hiring a permanent program director. A professional search firm has been hired to address this issue. Unstable program leadership has the potential to disrupt program outcomes and student success.

C. Communication

As the RN to BSN Program moves towards a fully online program, communication with potential students will be of utmost importance. Program application documents will need to be fully online, as well as access to other student services and resources.

Information regarding ADN program outcomes (NCLEX-RN licensure pass rates, graduate satisfaction, and employment rates) as well as the change in status with the NM BON has been communicated to program students, faculty, and community stakeholders. Information is posted on the program's website.

D. Team Spirit

This past academic year has presented several challenges for the faculty and staff in the ADN Program. Low NCLEX-RN licensure pass rates, a change in status with the state regulatory agency, and the inability to hire a permanent program director all have the potential to adversely affect program morale as well as student moral. However, program faculty and staff remain committed to the success of the program. The current Interim Program Director has provided continuity over the course of AY 2019 and she will continue in this position into AY 2020. Her leadership has provided stability for the program during this time of transition.

E. Budget requirements to address challenges

Adjunct faculty costs for the ADN program consistently go over budget necessitating budget transfers from FT accounts. The program requests an increase in adjunct faculty salaries for ADN program by \$15,000.

Marketing costs for the RN to BSN program are required to promote the fully online curriculum that is anticipated by spring 2020. \$15,000 in marketing costs is requested. This will allow the program to advertise nationally and promote the holistic nursing aspect of the program.

III. Future Projects

A. Enrollment

The RN to BSN program is piloting an online health assessment course in the fall semester 2019. This is the last remaining course that has not been offered in an online format. If successful, this will allow the program to offer a fully online nursing curriculum. A Substantive Change Report will be submitted to the Commission for Collegiate Nursing Education regarding the change in course delivery method.

The ADN Program plans to develop and implement a LPN Admission and Selection Policy that will allow LPNs to achieve higher levels of education and maximize program enrollment.

B. Student Success

The ADN program has hired an interim Success Coach for AY 2020. The focus of this position is to develop a comprehensive plan for student success. In addition, the Adjunct Faculty Mentoring Policy will be reviewed, revised, and enhanced in order to promote effective instruction, faculty retention, and student success. Nursing program selection criteria has been revised to include a higher GPA requirement in the pre-requisite courses. All ADN faculty are encouraged to obtain the specialized credential “Certified Nurse Educator” (CNE). The program will continue to work with the professional search firm to recruit a permanent program director.

C. Communication

Consider creating a nursing program quarterly newsletter to distribute to potential students and program stakeholders with program updates.

D. Team Spirit

The Rio Arriba County Breastfeeding Task Force will be painting a breastfeeding mural in the nursing building that promotes, celebrates, and normalizes breastfeeding. A ribbon cutting ceremony is planned for the fall semester. The student lounge will be expanded to include a kitchen area.

Student Services and Support Services

Admission/Recruitment/Dual Credit

Interim Dean: Frank Orona

Director: Frank Orona

I. Annual summary of activities

A. Enrollment

Fall Semester 2018 was a semester where we were not able to meet our enrollment goals or the expectations that we had personally set for ourselves. Enrollment at census was at -67 for “Continuing” students and -51 for “Dual Credit” students. This translated to a net loss of 5% of our student population compared to the previous Fall term. The good news was that Northern New Mexico College experienced a net gain of 1% in total FTE.

With that in mind the Recruitment and Admissions offices were expecting a blitz of recruitment visits to various parts of the state and an influx of new and transfer admissions applications. September is when we begin the work of recruiting for the upcoming Spring semester and the upcoming Fall term which is about a year in the future. The recruitment office was asked to recruit within a very small radius so there are many parts of New Mexico that did not see anyone representing Northern New Mexico this past recruitment cycle.

The Director of Admissions and Recruitment was facing some hard decisions in recruiting in the immediate area and with the small population of students that Northern New Mexico College competes for in the area, decided that the position must become more of a “boots on the ground” position and more hands on in the front office serving students. With that being said, the director made the difficult choice of relinquishing the position of Enrollment Committee Chair in November of 2018.

The College fared no better with Spring 2019 enrollment where there was reported -4% in FTE at census.

In mid-September of 2018 the College hired a Dual Credit coordinator at .5 FTE. This gave the position an unfair disadvantage for recruitment and registration because there were only the months of October and November to meet the counselors and begin recruitment and enrollment. Dual Credit numbers look much stronger for the Fall 2019 term as the position has experienced almost a full recruitment cycle.

B. Student Success

Northern New Mexico College must continue to work on retaining and graduating the students who make a commitment to attend and then get lost on their pathway to their educational goals. Northern New Mexico College must find ways to encourage and support those students who find themselves financially challenged, food security challenged and even academically challenged. Oftentimes our student are “first-generation” college students and don’t have the understanding

or support of their own family members. This is where student life might play a significant role in retention. The faculty are the key component in retention efforts and must realize this and act on this.

Northern New Mexico College will experience exponential growth if we really focus and do a better job of keeping the students in their seats.

C. Communications

Admissions and Recruitment are making a more concerted effort to communicate internally as resources, capital and human, have been dwindling. The realization that we must support one another is glaringly evident in these times of dwindling enrollment. Northern faculty and staff must realize that we are in a situation where we must become active participants in our college or perish. For example, if a student requires attention and the person is not anywhere to be found, don't scold the person who ended up working with the student but instead thank them. A little kindness and teamwork go a long way. The students will also notice that we work together as a team on their behalf.

D. Team Spirit

Teamwork and team spirit are what people who do this type of work every day thrive on. This is evident as salaries rise in particular areas and essentially stay stagnant in Admissions/Recruitment and Dual Credit. We have a dedicated staff who are committed to helping students and thrive on seeing those students achieve their educational goals.

II. Challenges

A. Enrollment

Working in a resource challenged institution is only evident when out recruiting you see the shiny bells and whistles that other colleges bring to the table. It is also evident when a recruiter from another college refers all of their contacts back to a team who will begin the work of establishing a relationship with that student and the recruiter needs to get back to the office and begin the work of manually entering the student contact information into BANNER. That puts Northern New Mexico College at a disadvantage from the start. This past year Northern also experienced issues with BANNER 9 and the recruitment module and finally in June the office was instructed to continue to use BANNER 8 for recruitment work too late. The other challenge we had was being limited to a small recruitment area. Outreach to as many different people as possible would optimize the opportunities that prospective students may matriculate. The recruitment office must be allowed to work in a manner that will increase growth in enrollment. As it is, cost is minimal as recruitment utilizes friends and family to provide a bed whenever possible on overnight recruitment activities.

B. Student Success

The challenges we find here are how do we keep a student focused and in class if they are facing a dire situation such as food security? It would be amazing to have the resources to take care of all student needs so that they could focus on their studies and not worry about food or gas or childcare or finances. Student Senate proposed the idea of having an "emergency" fund

available to our students who may find themselves in a situation where a few dollars would help meet their most basic needs. There is also a movement underfoot to open a food pantry on our campus. The challenge will be to get students involved but it would be great to see faculty and staff involved as well. There are very few faculty and/or staff who work with students on a personal level to help them meet basic needs and this is a campus-wide issue tied into retention.

C. Communication

The challenge Northern faces with student communication is not knowing which venue is the most effective. Currently we utilize email, text, Facebook etc. but it seems that most students still do not receive messages that are sent out to the student population. Northern must also become more student centric in that it must provide Title IX training to all students and what platform should we utilize? These are essential questions that need to be answered yesterday rather than tomorrow.

D. Team Spirit

Student activities play the largest role in team spirit for students. If there is an activity on campus and students see that all faculty and staff are active participants that would make a world of difference to them. If students see that all faculty and staff take an interest in their academics and general well-being that would make a world of difference to them. Just with those things, that don't cost any money, our retention and graduation rates would skyrocket.

E. Budget requirements to address challenges

The recruitment office could use a boost of 10% in supplies as this line item is currently shared with the Admissions office. 10% would put us roughly at only \$5100 for the year.

III. Future Projects

A. Enrollment

With the opportunity to combine the Dual Credit coordinator position, .5 FTE, and the vacant .5 FTE Recruiter position, that will give Northern New Mexico College a more consistent presence in the community and in the high schools. This will also give high school counselors one point of contact rather than two and will streamline our recruitment efforts and activity. The idea is to have the position work closely with Dual Credit students and tailor mega-majors with them and have them jump right into a program at Northern New Mexico College once they graduate from high school.

B. Student Success

Student Services measures its success by the number of students that we recruit initially and then see them receive their academic credentials. Admissions and Recruitment are primary stakeholders in student retention and achievement. The plan is to work on improving customer service at every single opportunity and look for areas of improvement every single day. Title V may be able to provide some web based professional development opportunities.

C. Communication

Admissions and Recruitment will conduct research into what the communication mediums are that prospective students are most responsive to. Currently we utilize email, and the US Postal Service and the response rate is low. Admissions and Recruitment also conduct phone call campaigns that seem to be losing their effectiveness because very few prospective students answer their phones.

D. Team Spirit

The offices of Admissions and Recruitment have not had any opportunities for professional development or team building exercises because of the lack of resources the past few years. One thing that used to occur that didn't cost the college a penny was a staff meeting and team building activity off campus where there aren't a myriad of interruptions while there is a meeting taking place. This activity allowed for establishment of the year's planning and activities. It also allowed for building a master calendar that everyone had access to.

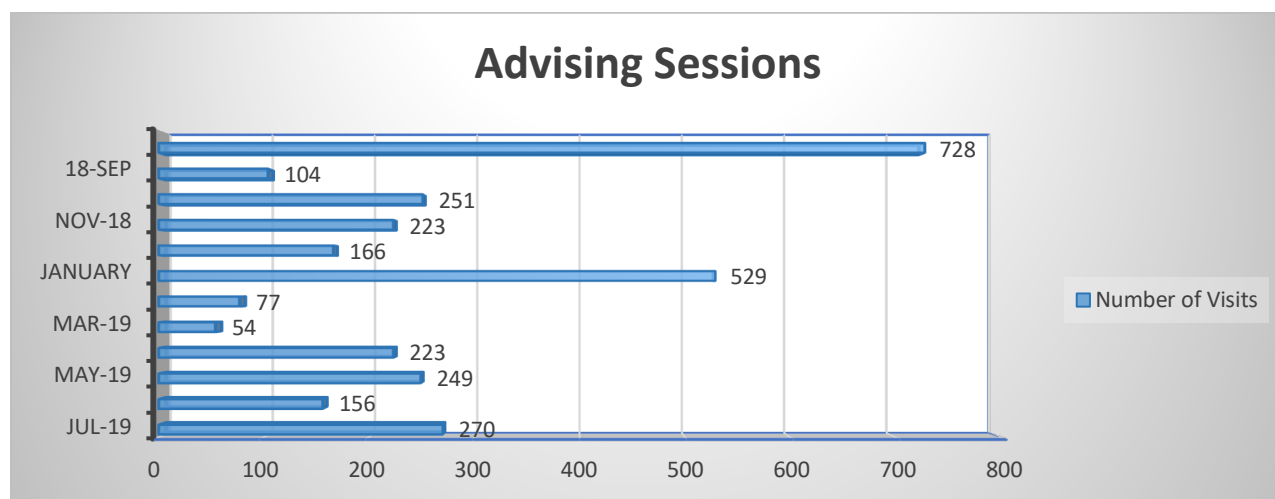
I. Annual summary of activities

A. Enrollment

Advisement Center: The 2018-19 year proved to be a productive and positive year for the Advisement Center. The advising group has settled into a high-functioning team, has developed effective protocols for working with students, and has begun to take on college-wide roles. The advising team understands how critical their role is in terms of providing exceptional customer service and personalized academic support throughout the advising process from introductions to discussion of career plans to registering for classes. The Advisement Center's mission statement is a reminder of this broad purpose: The Advisement Center @ Northern supports student success by assisting first-year students set goals, select and navigate an academic path, and develop lifelong learning skills. The advising staff recognizes that these interactions have a direct impact on enrollment.

Additionally, the Advisement Center's role in supporting retention may be even more direct. Students learn about degree plans, academic processes, and academic terminology. Ideally, students select a career plan and academic path within these first semesters. The Advisement Center also plays a key role in connecting students with other important campus resources, such as the financial aid office, the Writing Center, the Math Lab, the Library, and counseling services.

The frequency chart below illustrates the typical cycle of advising sessions from the opening of registration through the semester and the following open registration period. The chart includes the data from August 2018 to July 2019.



Through proactive advising approaches, the Advisement Center is working to increase the number of students who receive advising throughout the semester. Our goal is to get students to meet with advisors between 3 and 4 times per semester.

B. Student Success

The 2018 Co-Curricular Assessment Project convinced the advisors that early student outreach is critical. We learned that we have to act fast! Students are either “on track” or “off track” by mid-semester. To ensure that interventions have an impact on students, interventions have to take place early in the semester. Based on those findings, during the 2018-19 academic year, the advisors were each assigned to FYE sections and attended those classes within the first two weeks to establish further connections with students and encourage them to meet with advisors by week 4 of the semester. Both the advisors and the FYE instructors appreciated these additional points of contact, which led to more interaction throughout the semester.

The 2019 co-curricular survey results did indeed show that FTAC students did meet more frequently with advisors and utilized many of the student success resources recommended by advisors and FYE courses. High percentages of those surveyed (n=38) attended NSO (76%), enrolled in FYE (100%), and met more than 3 times with their advisors (50%). 94% of the respondents said that they knew what they planned to study, 82% said that they had a good understanding of their degree sheets or plan of study, 85% said that they had clear career goals, and 97% planned to register for fall or summer classes. Clear majorities of students met with their teachers outside of class (76%) and utilized the writing center during the semester (71%). Less positive results included the following: 65% of students did not attend the Math Lab for tutoring, and 68% of students attended 2 or fewer student activities on campus.

These co-curricular projects have made it clear that we would like to more closely track the paths of each cohort of FTAC students. IR has the capacity to support this data collection, but it may also be valuable to invest in a software program that gives the advisors the chance to collect both qualitative and quantitative data.

Testing Services: Testing Services has had a change in personnel which often leads to a period of analysis and review to ensure practices and procedures support high quality services. We were fortunate to hire one of the work study students who was highly experienced in testing. The director and testing examiner look forward to working closely with HSE programs and other users to provide a quality testing center.

It is clear that testing services requires additional support personnel and back up personnel. Typically, the work study students can provide these services, but one of the advisors will also take part in further training and certifications to help cover the testing schedule.

The chart below details the total of testing for the HiSET and Accuplacer.

HiSET Testing	Totals July 2018 – June 2019
NNMC HEP	463

NNMC AE	157
Walk-ins	134
LA/Taos	63
Youth Build	63
HELP NM	20
Accuplacer Placement	
NNMC	645
Dual Credit	314

Student Success/First-Year Initiatives: The Fall 2018 New Student Orientation had 150 attendees, the largest number to date. The efforts to reach students and encourage them to attend was especially successful, in part because we relied more heavily on text messaging. Again, the NSO included a welcome from the President, warm-up games, workshops where students had the chance to meet with faculty and staff, a tour of campus, lunch and a raffle. While the evaluations were once again very positive, the large number of attendees led to some organizational challenges, especially with the workshops in the library. The NSO Planning Team has considered changes in format by utilizing other spaces on campus and incorporating workshops along with the campus tour. This Fall, the plan is to focus on a campus tour and an Expo highlighting both student services and academic programs. If the Fall NSOs continue to serve 150+ students, we may need to consider a second NSO or a different format.

First Year Experience Classes FYEX 1110: The FYEX courses continue to play a key role in introducing students to college resources, college survival skills, non-cognitive skills, career exploration, academic pathways, and academic skills. Since this course will no longer be a general education requirement, it will be important to track enrollments and outcomes. Hopefully, the course will continue to enroll a large percentage of FTAC students and will continue to demonstrate improved retention and success rates. The faculty who teach the FYEX course have met each semester to provide consistency in the curriculum and to share challenges and successes.

C. Communication

The re-establishment of the Strategic Enrollment Management Team has improved communication significantly amongst the student services departments, Communications and Marketing, IT, IR, and the Provost's office. This need for better communication amongst the student services departments was identified in last year's report. The team has developed a charter which outlines the purpose and responsibilities for the committee and sets objectives for the 2019-2020 academic year. These objectives include: establish practices to ensure improved customer service, review admissions and enrollment processes and address problematic issues, and develop the 2019-2022 Enrollment Management Plan. The SEM Team will support the College's strategic direction and identify objectives and action strategies to support enrollment, retention, student success, and communications and marketing.

Regularly scheduled advising meetings, celebratory events, and shared projects have also contributed to improved communication amongst the advisement center staff. Regular meetings

with CAMP and other student services entities also support communication efforts. One area for improvement is to create a venue for advisors from Accessibility Services, CAMP, and Dual Credit to meet regularly regarding advisement issues.

D. Team Spirit

As the staff from advising and testing get more involved in campus activities, it helps build the sense of team spirit campus-wide. One of the advisors has been highly involved in setting up a food pantry on campus and serves as a member of the co-curricular committee, and NSO planning team. Another is involved in the NSO planning team, serves on several hiring committees and is becoming fully certified for testing. Our testing examiner plays a lead role in the Active Minds organization on campus. The Director serves as chair of the SEM Team and is on both the Deans Council and ACDD.

II. Challenges

A. Enrollment

One challenge related to First-Year Advising is the contrast between the extremely busy periods versus the slow periods. The Advising Visit Chart illustrates the range of sessions from a high of 728 in August 2018 to a low of 54 in March. However, the advisors see their roles as much broader than simply registering students. Proactive advising involves reaching out to students to support success strategies, goal setting, student engagement, and problem-solving. We know how important these personal relationships are for making students feel connected to the College. Thus, these efforts can contribute directly to increase success and retention. We are working diligently to increase the interactions with students and advisors.

B. Student Success

The Early Alert system has been developed to provide faculty with a means of alerting the advising team to reach out to students who are struggling in their courses. This year saw an increase in the number of alerts to 104, but a flat number of faculty reporting and students successfully contacted. These results are concerning. Frequently, it is extremely difficult to reach students. Phone numbers change, or students simply do not respond. Advisors make multiple attempts to reach students.

The challenge here is to make this system more effective. Some institutions now utilize retention software that triggers alerts when students are absent or fall behind on assignments. Perhaps this allows the advisors to reach out to students and intervene before the student is seriously behind in class.

The advising staff is considering a co-curricular assessment project that pilots a couple of subject areas, where we help faculty identify early contact points and work proactively to connect students with resources. Between the writing center, math lab, Title V CASSA tutoring, mental health counseling, and the food pantry, there are more resources available on campus to meet student needs.

C. Communication

Communication is still needed between the academic departments and advising to ensure effective scheduling for students. Our focus is the FTAC students who struggle to build productive schedules that allow for 15 credits that meet degree requirements. This past year, several academic departments along with the Director of Student Success and Advising met together to build schedule options that ensured key classes did not conflict.

As the College continues to focus on effective programming, academic maps, and even 8-week scheduling, we are confident that more students will experience more successful scheduling which in turn will lead to completion and graduation. Additional communication is needed just to share schedule changes, cancelled classes, added classes, and closed classes.

D. Team Spirit

The advisement center recognizes that it has the opportunity to serve as a resource for advising on campus. The advisors plan to work on developing training materials and communication practices that support advising from first-year through the transition to program advising. We have begun training for new faculty members and administrative assistants. This training is focused on the Self-Serve Banner and Banner 9. Ideally, we will revive and update the advising training that was taking place a few years ago.

E. Budget requirements to address challenges

The Advisement Center and the SEM Team has recognized the need to provide better communication with students. One recommendation has been to utilize a texting program called Signal Vine. Communications and Marketing will be providing a demo and cost information to the SEM team in an upcoming meeting.

The Advisement Center has participated in a demo for Advisor Track, which could provide additional tracking and reporting for advising activities. The cost estimates are \$2995 with an annual support agreement for \$849. We plan to schedule an additional training before we propose this software program.

Testing services is still concerned about the limited space and disruptive setting for the Accuplacer testing. Minimally, we need a locker space for students to store their belongings.

Upgraded computers are needed for the HiSET testing due to new requirements that require Windows 10. We have met with IT, who suggested that new computers would be more economical than upgrading the current ones. They determined that we needed 12 new computers at a cost of approximately \$600 each for a total of \$7,200.

III. Future Projects

A. Enrollment

Work on academic maps, pathways, or structured scheduling for FTAC students to ensure a productive load of 15 credits to support completion goals and well-designed pre-requisite requirements.

B. Student Success

Multiple measures: The Math and English departments along with the Advising Center are in discussion about formalizing multiple measures for placement purposes. The College often considers high school transcripts and previous experience along with test scores, but to date that has been on more of an appeal and individual basis.

Data Collection: The College is involved in a number of disparate Student Success initiatives through the academic departments, the Advising Center, the grant activities, the SEM Team, and student services. It would be ideal to compile these efforts, monitor their progress, set targets, and collect and review data in a systematic manner.

C. Communication

As lead instructor for the First Year Experience (FYEX 1101) course, the director plans to coordinate regular meetings and interaction with the faculty. The goal of this collaboration is to share effective practices, maintain resources, and ensure course consistency.

D. Team Spirit

The Advisement Center would like to become a college-wide resource for advising techniques and materials. We've already identified the need to further develop the transition process for students from first year advising to program advising. Banner trainings have been developed, and additional, broader trainings need to be built and offered.

Accessibility and Resource Center
Interim Dean: Frank Orona
Coordinator: Verna A. Trujillo

I. Annual summary of activities

A. Enrollment

It is an exciting and positive change to see our leadership's commitment of college personnel to the creation of a more inclusive educational environments and initiatives that provide access across the entire campus and to all students. The role of Accessibility and Resources is a crucial one and finding flexible sustainable solutions to include diverse student population will involve collaboration and dialogue and active engagement with administration and key faculty and staff across campus. Northern's Accessibility and Resource Center (ARC) strives to encourage self-empowerment, best practice and promote student achievement and preparation for career competitiveness by fostering educational excellence and ensuring equal access. This strategy is integral to furthering supporting efforts to create diverse and welcoming campus communities for all students. ARC's diligence and commitment attract potentials students with individuals from various backgrounds, experiences, and also supports and retains students once on campus. ARC serves approximately 13 % (130) of the entire student who are registered with Accessibility; however, there are at least 5% (55) of non-disclosed students who require accommodations. These numbers are also inclusive of students served in the General Education Diploma/High School Equivalency GED/HEP program, the Adult Basic Education Program (ABE), and the Continuing Education Programs (CE).

Grants/Projects

1) The CAMI (Center for Accessible Materials Innovation) Project grant to the Accessibility and Resource Center in partnership with Georgia Tech University. Designing innovative solutions and studying barriers to accessibility at Minority Serving Higher Education Institutions and improve the retention and graduation rates of students with disabilities. The grant will end in the Fall of 2019, however, we will continue to have access to the CAMI C-Port database, to keep track of student and collect data and percentage of student success rates. Georgia Tech will continue to serve as host for the CAMI Project. C-Port which is equipped to report students served by disability category, GPA, final grade, accommodation needs, class schedule, academic semester, tests, and devices and ultimately generates Letters of Accommodation sent directly to Instructors and students, C-Port has capability to log in all correspondence, case notes, referrals and follow-up requirements.

These statistics were compiled using the C-Port database to develop creative solutions that will improve the retention and graduation rates of students with disabilities who face accessibility barriers, with a focus on Minority Serving Institutions (MSI). One of the main challenges CAMI addresses is that 31 percent of students with disabilities are likely to drop out, while others will take longer to graduate, compared to students without disabilities.

2) Northern's Active Minds Chapter is a Student-led team created to increase mental health awareness on campus and the community, building critical mental health hands on events and activities in collaboration with the Active Minds national office, Together we promote positive mental health, and educate peers about the signs and symptoms of mental health disorders, and encourage students to reach out for help when needed. Northern is the first college or university to receive a grant for an Active Mind Chapter in the state of New Mexico.

Northern's students are diverse and require exercise, to include coping skill-building, anger and stress management. Northern has moved from a singularly working institution with limited mental health initiatives, to working with a broader range of partners and stakeholders and is providing greater access to mental health awareness and education for our students, as well as greater access to treatment and prevention resources. Active Minds Chapter can foster student mental health and resiliency, enabling students to work through their problems, and educating them to prevent mental health problems from arising in the first place.

1. The Active Mind Chapter Launch took place on February 28th, Spring Semester 2019, included a short film presentation, produced by FDMA students serving as member of Active Minds and collaborating with Media Art & Film, on "Mental Health and Suicide, What Is It and How Can I Make a Difference" and students reflecting experiences and poetry reading on suicide Ideation. A multi-stakeholder discussion between students and community guests who shared their thoughts and experiences as an Interactive Session between NNMC faculty, community leaders, and mental health providers who spoke about their experiences and support and how to get involved. In conclusion, a community-wide Awareness Reception with live music by local musicians included activities; a) Thumbprint Display, in which students used different, colored ink pads to place their thumbs on a "Yes I Care" Poster board display. The different colors of ink will represent different types of mental health categories; b) Yes I Care" station with paper, envelopes, stickers, and colored pencils where students were writing letters to someone they feel might be in need of encouragement, support, or to just to say "I care about you." C) Active Minds Chapter Table, where students sign up to be part of the Chapter and get free T-Shirt for attending the first meeting.

2. Break the Stigma Quote of the Week; Students submit quotes for each week of inspirational and positive mental health wellness, which is broadcast to the campus. 100 students engaged each semester and receive a 5.00 credit from the Bookstore

3. Mental Health Stress Free ideas for Mid Terms and Random Acts of Kindness; Send out fact sheets with ideas for stress free exams days and ideas for acts of kindness and coping skills broadcast to campus.

4. Celebrating Diversity; Student Life, Student Senate collaborates with Active Minds to present a film made by FDMA students on International Students Ambassadors and their observations of our campus life and community experiences. Active Minds members held a hotdogs and snow cone sale after the film presentation.

5. Welcome Summer Session Active Mind Activities; Student Life/Student Senate present Welcome Back Pancake Breakfast with Active Minds hosting the activities; Inspirational Stones, A Letter to a Friend, Support your Mental Health Thumb Display.

B. Student Success

During FY 18-19 there were 30 students who successfully obtained their AA or BA, utilizing services from the Accessibility and Resource Center. Of those who have obtained a BA, have, or are enrolling in other higher education institutions to continue their master's degree. At least 16% of the students, who have obtained their AA degree, are entering the Workforce arena, while the remainders of the percentage of students are continuing on with their BA degree, and/or working as well.

There has been a significant reduction of accommodations provided to students with a decrease of about 40% with the implementation of Universal Design leaning Styles, techniques and strategies increasing faculty and student knowledge and awareness in both classroom instruction and student learning styles recognition resulting in higher academic achievement and cognition.

Peer tutoring as a supplement to traditional instruction has been used across academic curricula and has resulted in improvement in academic achievement for diversity of learners within a wider range of mastering of content and context. Common components of peer tutoring programs facilitate both academic and social gains in both higher-performing mentors and student with specific needs in an individualized and positive way. In FY 18-19 there were a total of 20 tutors in a variation of courses with 85 students benefiting from mentoring, tutoring, and note-taking supportive services. ARC works in collaborations with departments across the campus to determine progress and implementation.

Service Provided to Departments

1) Assist Financial Aid with Lottery waivers, medical appeals and scholarship reading; 2) Assistive Technology software and devices for specific diagnosis; iPad, readers, audio/PDF books; Accommodations: Individuals resources and supports for each student need; 3) Advisement, assisting with registration and degree audits and early alerts; 4) High School/Dual Credit accommodations for students; 5) Continuing Education, Adult Ed., and HEP/GED, accommodations provided to extended programs; 6) Counseling Services, assist with at risk advising and referrals to community agencies; 7) Temporary Accommodations, support services provided for illness, death, medical or other circumstances; 8) Distance Learning, provide access and accommodations to students online; 9) CAMP, mentoring and advising assistance for students with diagnosis, 9) Veteran's Center, mentoring and advising assistance for students with diagnosis. These services provide the outcomes set out by the HLC committee and include; Increases in completion and retention rates; enrollment; self-advocacy, social and group networking; student knowledge and skills; cultural & community resources; and a decrease in drops and withdrawals.

C. Communication

The representatives of our institutions which include faculty, staff and work study students, are vital to the operation, coordination and ongoing improvement of the support services offered by ARC and other departments under Support Services. However, there is a lack of communication from key divisions of authority who initiate implementation of new policies & procedures and departments who have not been notified of operational, or academics changes without consensus or agreement. This includes dissemination of vital reports pertinent to services provision through ARC. This same population in addition, includes significant need to improve attendance and participating in co-curricular activities and events that are planned on campus during each semester. Co-curricular activities promote student engagement and increase retention and improve enrollment.

There is a need for additional support staff to serve as first point of communication to potential students and community members seeking Northern registration advisement and information, vital to the continued retention and growth. Currently we have no receptionist or appointed staff to greet or direct individuals to department chairs or contact person either in person or by telephone.

We need to follow a customer-service model to provide qualitative services and bring back the organic feel once captured and recognized at and about Northern.

D. Team Spirit

ARC continues to utilize campus and community collaborating partners to engage and increase student participation utilizing hands on approaches. The development and implementation of events and activities across the campus hosted by Accessibility & Resource, and other student-centered offices, continue to motivate and inspire students to join clubs, volunteer and create co-curricular events. These events are geared to reduce risk factors with a focus on outreach, education, socialization and leadership. The initiatives increase the consciousness of campus and community services regarding identified resources where help is available for students around counseling, and basic needs, allowing students to concentrate on academics. Teaming with Office of Equity and Diversity, Student Life and Student Senate, supports and strengthens Northern's commitment to creating a safe and open space for students with specific needs and provides a level of comfort where students can remain focused on career paths. Involving students and staff in operational and academic policy & planning builds, leadership, confidence, social acknowledgement and a model for success for future endeavors.

II. Challenges

A. Enrollment

Accessibility and Resources has faced several challenges with the number of turnover of faculty, adjunct administrators and staff, which have little knowledge of campus and community climate, local customs, and traditions, creating gaps among operational and academic faculty and staff's communication, and respect for colleague function at Northern. New staff and faculty members are novel to compliance of required services under Accessibility and Resource. Validation of approaches designed to provide flexible and alternative methodologies for completion of course work is considered unnecessary. A comprehensive set of multi-media tools and pedagogy can

help Instructors make courses welcoming and accessible to everyone and suggests student increase in academic achievement. There is a vital concern of staff and faculty not willing to accommodate students as required, as well as an absence of teaching students with integrity and respect in cultural community and campus climate. Ample attention to training faculty and staff in cross cultural competencies and above all, holding staff and faculty accountable for behavior and demeanor as required by law.

The key areas of discussion consist of student enrollment and admissions as consumer service strategies. Higher education serves a captive audience. As an Institution there is a need and reason to create a paradigm shift to a customer service culture, by offering clearer communication that is instructive and prevalent to well-organized function. Meeting the demand for improved services does not entail sacrificing the objectivity of our policies and procedures based on core standards of effective service; however, there is a need to emphasis customer approval and, for what matters most; responsiveness, efficiency, clear communication, and conflict management increase success and completion of degrees. We serve the community; we need more emphasis on campus friendly service, with a welcoming atmosphere and direct assistance when they walk through our doors.

B. Student Success

Innovative Strategies for Successful Outcomes and Reasoning

The assessment of Instructor flexibility and understanding to become cognizance of some of the obstacles that student face requires a need to include new approaches towards success and completion:

- 1) Independent Study; allowing students who need additional supports to utilize Independent study to complete courses needed to graduate;
- 2) Incomplete Grades/Extra Credit; allowing student an Incomplete or extra credit when extended time for assignments has not been permitted or allowed in order to complete coursework;
- 3) Substitution of Coursework; Students often take courses that are available, although not part of their degree plans. These courses should be substituted or class required offered in order for student to move forward in degree plan;
- 4) Cohort /Pre-requisite Model of required coursework lacks flexibility and options to students, so they can take classes when they're available. This means that in some cases, the cohort model is not ideal, since it can diminish elasticity and becomes restrictive. There are few classes that do not require a pre-requisite and therefore, students remain stagnant;
- 5) Multi-media learning specific to each course, provides a variety of styles of teaching environments to include, print, video, audio, kinetic presentation help students study, at their own pace and offers alternative methods of proving mastery;
- 6) Increase in courses offered during short term and summer sessions, these course are designed to help student catch up, although, most of the time, they are irrelevant and restrictive to. There are a number of students who never register for such classes due to limitations in courses specific to upper level, specific population and caps on number of students per class;
- 7) Increase Caps on class size; limiting slots creates financial aid issues and registration of classes (fillers) that are not counted or required, although still counted as credits for financial aid. We lose student to other Institutions due to these barriers.

C. Communication

There needs to be improvement across the campus about awareness of accessibility issues, including basic ADA laws and regulations that govern service provision for post-secondary institutions and the actions needed for compliance, as well as action required by faculty and staff to enhance the accessibility of their courses and work ethic. Additional funding allocations would allow upgrades in Assistive Technology equipment for students who need specific software for visual, auditory or Braille reading; and, include the purchase of tablets, laptops and audio devices, to include; other alternative media applications. Funding will successfully complete some of the upgrade to our campus needed for ADA compliance that have not been addressed and reported; 1) Push Button Doors need to be checked regularly; 2) Need side walk path to Admin, High Tech, Gym and SERPA buildings ; 3) Side walk need to be repaired and maintained; 4) All Doors with no automatic system should stay opened for easier access; 5) Need for Visual cues and signs pointing and in front of all buildings; 6) Push button from Cafeteria to GE building; 7) Elevator at Art complex is not operable. Staff should have a checklist of ADA requirements for each building for Facilities use.

D. Team Spirit

There is an urgent need for team building and mutual respect for colleagues in faculty, staff, and administration offices, with significant recognition and awareness of work ethic and responsibilities. It is important to take opportunities to recognize good work done by all employees and celebrate achievements. In past year there is a sense of disappointment in campus climate. All employees across the campus need to develop and show personal connection with others out of mutual acknowledgement regardless of authority or position. There is great benefit for someone to feel part of the institution and want to stay committed to Northern.

Collaboration can only occur when there is mutual respect, openness, and friendliness among the organization. We all must believe we are working towards a common goal or mission. Encouraging active participation by faculty, students and staff in institutional governance and decision-making at all levels reinforces the value and necessity of working together to create student success and well-being. On-Going Challenges include; 1) More consistency in the value for staff and faculty contributions across all units; 2) Addressing culture of fear of retaliation; 3) More work building bridges between and among faculty and staff; 4) Bargained for staff and faculty engagement.

E. Budget requirements to address challenges

It is difficult to determine what accommodations will be required by every individual student. New students registered under ARC, with specific diagnosis and needs that require explicit supports and services each semester. The following are items elaborated on as part of this report in order to comply and assure quality of ARC services in preparation for all students' needs;

- 1) Assistive Technology Equipment (Kindle Readers, Chromebooks, headphones) \$3,500; 2) Software and Apps with License (Dragon Speak, Zoom, Jaws), \$2,500; 3) Professional Services

(ASL, Braille), \$15, 000 + depends on enrollment; 4) Repairs to Sidewalks and other Handicapped Facilities, needs as stated in report \$50,00; 5) Visual Image Signs across campus for each Department and Storage Space \$10,000

III. Future Projects

A. Enrollment

Designing the campus classroom for all students, means considerations for a; broad range of ability, disability, age, reading level, learning style, native language, race, ethnicity; and other characteristics. Universal Design for Learning, (UDL) can be applied as an Instruction tool used to develop class climate, interactions, physical environments delivery methods, information, resources and technology, feedback, and assessment. In the past year, new changes have made Distance Learning more accessible to all students. There is work that needs to be completed for Blackboard Utilities and Hybrid to make testing and extended time available. However, we must examine circumstances that are sometimes overlooked when developing classroom syllabus and the classroom environment; 1)Not all students have access to WIFI at home, cell phone, or tower availability, making access to online, hybrid assignments and submission difficult; 2) Some students need to take a tests, exams and quizzes with a printed copy, and need to know this is an option and must include; 3) Giving students formulas and/or class prep materials is essential for testing and homework mastery and completion; 4) There are many multimedia modes to become proficient at course objectives; verbal, performance or visual presentations and performance. Alternative options need to be presented; 5) Creative environment with hands on experiences, as part of a better-qualitative learning environment and retention of objectives & course goals.

B. Student Success

The extent to which people with disabilities have had access to higher education has evolved from one of exclusion to one focused on functional limitations. A social justice mindset focuses on the role of universal design to create an environment accessible to as many people as possible. The design of multimedia environments usable by all people, to the greatest extent possible, addresses the needs of students with identified disabilities and surges all student proficiency and success. Teachers need to implement accommodations required by law without prejudice and protect the vulnerability of students from harassment and discrimination from other students, faculty, or staff.

C. Communication

Project-based learning (PBL) has long been established to be an innovative and effective way of teaching students. Institutional change should embrace, (PBL) as a pedagogical method in which students are directed to create an artifact (or artifacts) to present their gained knowledge. Objects may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations. The basis of (PBL) lies in the authenticity or real-life application of the research and is considered an alternative to paper-based, rote memorization, teacher-led classrooms. Proponents of project-based learning cite numerous benefits to the implementation of these strategies in the classroom including a

greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal & social skills, enhancing leadership skills, increased creativity, and improved writing skills.

D. Team Spirit

Becoming skilled at doing more with others, and mutual respect of colleagues may be the single most important thing we can do to increase our value and that of our work, regardless of our level of authority. There is no question as to the realization, that there are many types of activities and events facilitated and collaborated upon within the campus. However, many times the separation between staff and faculty limit the effectiveness and participation of these events and opportunities designed to build relationship and team building between staff, students and faculty. Professional Development needs to include cross-functional training, maintenance of professional skills, ethics, best and practices for higher education. Learning how other departments work and function is essential for a smoothly run department and organization. Staff and faculty should be encouraged and often mandated to be part of learning opportunities outside of their realm of work, to actively participate as a member of academic meetings, support services, administrative committees and other events that promote team spirit and a sense of belonging. A practice culture that encourages learning and team approach concepts creates a positive, motivated, and committed workplace resulting in; 1) Employee retention; 2) Staff morale; 3) Campus efficiency; 4) Cross job training competency; 5) Student approval and success.

Center for Distance Education
Director: Dr. Ken Dvorak

I. Annual Summary of Activities

A. Enrollment

The Center for Distance Education has no direct role in student enrollment the centers main focus serves as academic support for Northern students taking traditional/hybrid/online courses. The Center provides a welcoming and positive atmosphere for all students and faculty inquiring of the Centers services including educational technology assistance, recommendations for classroom instructional technologies, online/hybrid course design, phone and email assistance, working with the college's librarian to improve DE/and library patron support, and providing Blackboard Learn SaaS and Zoom videoconferencing training. The Center has been asked for support of two pending LANL projects that will include student enrollment in Blackboard, instructor Zoom support and Blackboard support for a Air Force Technology Transfer Program (AFTTP).

B. Student Success

The Center for Distance Education and NNMC IT department completed the upgrades to the college's Banner ILP administrative software and Blackboards SaaS Learning Management System. These upgrades will use the latest in cloud computing technologies providing an immediate impact improving the stability of the colleges administrative/academic software. By upgrading to the latest cloud-based Blackboard LMS known as SaaS or Software as a Service it will provide a more modern look and more user friendly especially for students who increasingly rely on mobile technologies to complete college course work.

In January, 2019 the Distance Education Sub Committee was created in partnership with the Center for Distance Education. The goal of this committee is to create a professional development training for online faculty, provide a course review process for all online courses using the Quality Matters Course Rubric, the creation and deployment of a Blackboard course template that contains recommended course information for all current and new faculty members, jointly working with the college's librarian the Center for Distance Education participated in creating the college's first Copyright and Fair Use Policy/Guidelines, exploring in conjunction with the library a process to identify NNMC students by academic role (for example a F/T student versus alumni) to assist in maintaining current pricing for library databases and for DE Blackboard LMS, and Zoom renewals that rely on F/T enrollment numbers for pricing.

In addition, the Center is involved with the following projects that directly impact student success. New Mexico Highlands University & NNMC course sharing partnership; CE-LANL joint project to offer courses via Blackboard; the pending Air Force Technology Transfer Program that requires Bb support; Eagle Tech Student Support Desk that will use this academic year database information gathering, supporting campus wide Zoom deployment for all NNMC staff, faculty and students, deployment of the DE Help Desk ticketing process to help identify problems with Blackboard, student/faculty login, Bb course copy requests, and walk in campus support for

faculty and students. The Center also participates in national NC – SARA news and updates via its membership and participation in the NC - SAN Group a regional New Mexico membership of higher education institutions offering online courses.

C. Communication

The Center for Distance Education currently provides updates regarding its activities via campus email distribution/attending campus staff meetings, scheduled faculty/student professional development opportunities (online/and on campus), and participating in the college's convocation week. Additional information regarding the distance education program can be found with the updated Bb Student Support Services tab and a updated DE web page.

D. Team Spirit

The Center for Distance Education participates in college activities such as campus meetings, college events such as professional development seminars sponsored by the Title V CASA grant, working relationship with the library staff to promote a collegial and welcoming atmosphere for the libraries patrons, participats in committee/project meetings helping to improve the local and state image of the college.

II. Challenges

A. Enrollment

The Center for Distance Education has no direct role in student enrollment the centers main focus serves as academic support for all Northern students. However, due to the continuing decline in college age student enrollment the Center for Distance Learning is well aware that online programs must provide quality online courses and online student support services. With "slightly" improving state revenues for higher education, the success of NNMC to remain a viable higher education institution will continue to challenge its academic leadership to develop new programs and revenues for improving enrollment.

B. Student Success

Northern has now become a Quality Matters member institution providing students with guarantees that Northern's online courses have undergone a thorough quality review of faculty credentials and online course reviews conducted by the Center for Distance Learning. Though ambitious the Center suffers from lack of DE staff (one person) to maintain the records and trainings necessary to assure our students that all NNMC online courses have undergone a quality assurance review.

In addition, faculty training using Blackboard has come to a complete standstill instead "just in time" training has become the new normal resulting in added pressure on the DE staff (one person) to handle all faculty/student Blackboard questions. Compounding the pressures of limited staff resources the Center must respond to all student/faculty emails/phone calls/attending campus meetings/and other duties as assigned although there has been a DE Help Desk ticketing system installed it is still the responsibility of one staff member to handle all DE questions. This lack of Distance Education staff unless rectified in the near term may have a direct

impact on the college's desire to offer online certificate/degrees by 2020 as described in the report filed by HLC after their site visit in 2016.

C. Communication

The Center for Distance Education in order to keep pace with the changing role of educational technologies has successfully partnered with the IT department in signing a Zoom video conferencing three year licensing agreement becoming the first investment outside of Blackboard in online education at the college in over eight years. Zoom can be used by administrators/professional staff/ faculty/ and student groups. The challenge for the Center will be supporting Zoom in terms of licensing faculty/staff/and students, training/setup/and trouble – shooting, currently the Center given its staff limitations may use Eagle Tech's to support these Zoom requests.

D. Team Spirit

The challenge for multi-faceted organizations whether in the private or public sector is how to build an organization that reflects the shared values and goals of every member. Although steps have been taken to address this issue most recently this past spring and early summer and goals have been established there does not seem to be any "buzz" regarding team spirit or any sustained program for making it a part of the college's overall culture.

E. Budget Requirements

The Center for Distance Education requests permission to rehire the Distance Learning Coordinator's position. Currently the position is advertised but the pay scale is below \$15 per hour for an average yearly salary of \$28, 800. My recommendation is to make this a full/time staff position with a salary range between \$30 - \$35k per year based on experience. In addition, a request to put forward immediately the Instructional Designer position being funded in part by the Title V CASA grant this position is key to the online review and course improvements that need to be done given the college's adoption of QM standards.

III. Future Projects

A. Enrollment

The Center for Distance Education will work with the college administration in developing new strategies for increasing student enrollment and retention. Perhaps a task force comprised of college administrative leadership/Academic Dean's/Professional Staff/and faculty to research and develop new venues for attracting new students might be established. For example, perhaps an examination of NM State's "mentor program" for new incoming students that has been used during the past several years helping these students adjust to the rigors of academic life could be adapted for NNMC. This program during the past two academic years has seen record numbers of incoming freshman attending NM State.

Improving the distance learning program at the college by providing adequate resources such as Blackboard, Quality Matters, Zoom Video Conferencing Software, with quality assured and reviewed online course offerings may attract additional students including those seeking to finish

out degrees but unable to do so with work/family commitments. As the college moves closer to offering online nursing and business degrees any discussion for improving the distance learning program will need to include academic programs/support staff as they play a key role for improving online student success at NNMC.

B. Student Success

The long-range success of the college will depend on its students and whether the institution can provide them with adequate resources preparing them for graduation in a timely manner fully engaged to join the workforce. The Center for Distance Education is part of this process for improving student success and will work with the college administration and academic units to improve all facets of teaching that touches or uses educational technologies in educating the current generation of college students.

Given that student success should be the college's primary goal the Center for Distance Education recommends that an educational technology task force to include the following college personal: IT Director, Director of the Center of Distance Learning (co-chairs), Academic Deans/Chairs, College Librarian and Faculty Senate President. The purpose of this group is to examine the current state of educational technologies being used at the college and to formulate a coherent three/five-year plan for the additional purchase/deployment of classroom technologies to be communicated to the college administration for strategic planning purposes.

C. Communication

Looking ahead three/five years how will emerging technologies change the way individuals or organizations relate with their constituents? The Center for Distance Education suggests that future college communication strategies be included in the educational technologies task force. This would include the college's marketing department and additional college personal if needed to recommend future communication strategies (for example the era of social media "Facebook" has ended) positioning the college in a more aggressive stance promoting its educational programs. In other words, "Why should I attend Northern?"

D. Team Spirit

The Center for Distance Learning believes team spirit is a worthy objective and should be internalized as part of the college's culture. On a basic level team spirit involves the administration/professional/academic staff/ faculty and students. In the future all parties listed must become partners in promoting team spirit how this objective will be met in three/five years is worthy of continuous campus/community dialogue.

Financial Aid Office
Interim Dean: Frank Orona
Director: Jacob Pacheco

I. Annual summary of activities

A. Enrollment

In the fiscal year of 2019 Northern's Financial Aid office (FAO) worked to provide quality student centered support to prospective and continuing students and their parents. The FAO worked to administer a broad spectrum of financial aid programs which includes but is not limited to: The Federal Pell Grant, Supplemental Opportunity Grant, New Mexico Student Incentive Grant federal/state Work Study, Federal Direct Loans, State Loan for Service and scholarship programs such as Tribal Scholarships, Northern's Bridge Scholarship, the New Mexico Lottery Scholarship and the new Northern Scholarship.

The Financial Aid team supported enrollment efforts by: 1) Working to serve students with quality customer service, understanding that the student experience with the financial aid process plays a significant role in producing positive outcomes for students. 2) Performing community outreach to increase awareness about financial aid programs and how to apply for them. As part of this outreach the FAO office conducted information sessions and FAFSA completion workshops at high schools within Northern's service area and also on the Northern campus. In FY 19 the FAO office provided financial aid outreach and support to the following high schools: Espanola, McCurdy, Pojoaque, Mesa Vista, Penasco, Cuba, Escalante, and Victory Faith. Outreach to schools requires travel to rural sites and is often outside of regular working hours. Each member of the FAO staff understands the critical importance of doing their part as financial aid professionals to educate the community about available financial aid opportunities. For a second year the outreach initiatives were part of the FAO's contribution to co-curricular activity, and as such, all activity was recorded and assessed. 3) Participating in college-wide calling campaigns to bolster registration activity and to reduce the number of students being dropped for non-payment.

B. Student Success

The FAO staff recognizes that their work and interaction with students has both immediate and lasting impacts on the success of Northern's students. The staff also understands that NNMC supports a unique student body whose success in starting and completing a college degree can be fragile. For this reason, the FAO strives to foster an environment that is committed to supporting student success in every aspect that it can. At every possible opportunity, the FAO works with other Student Service departments to compliment student success efforts. For example, FAO team members participate in New Student Orientations for first time students, providing them with information and delivering a friendly message that the office is here to serve them.

In another vein of effort, the student loan Cohort Default Rate (CDR) continued to be a point of focus in FY19. Continued efforts to decrease the CDR were maintained. These strategies include face-to-face entrance counseling for every student loan borrower. Another strategy was to

actively monitor delinquency reports and make efforts to contact students to inform them about steps to avoid future default on their loans.

These combined efforts continue to have a positive impact as is seen in a consistent annual decline in the CDR rate. The official 2015 CDR released in September 2018 was 22.3%. That is nearly 2% down from the 2014 CDR and it is a 4% decrease from the all-time high 2012 CDR rate of 26.3%. The FAO is excited to report that the future 2016 CDR set to be released in September of 2019 is currently estimated to be a 13.1%!

Spring boarding from FY18 the FAO office continued its efforts to institutionalize the one-on-one FAFSA support. The FAO staff has done well in incorporating this one-on-one assistance into its daily work activity. Assisting students in a hands-on modality while working to complete regular administrative functions has been challenging for the staff, but it has also improved awareness of the student experience with the first steps of the financial aid process.

C. Communication

The FAO has continued to have weekly staff meetings to encourage the sharing of information and to build comradery among the staff members. Through these meetings the Director reminds team members of the importance of communication to build strong relationships within the office and also with other College personnel. Staff members are encouraged to initiate impromptu 'mini-meetings' when there is something of importance that needs to be examined or discussed by the team.

D. Team Spirit

Clear communication and the fostering of mutual respect for one another is the cornerstone of the FAO's ability to continually improve team spirit and moral. Each team member is encouraged to work cooperatively, resolve conflicts quickly and encourage each other through stressful times. On a fairly regular basis the FA staff sit has lunch together, which is a great way to relate with one another on a more personal level. The FAO also shuts its doors every Friday during non-peak activity times so that staff members are able to have a duty-free lunch hour once a week. This is also an opportunity for staff members to interact with one another away from campus.

II. Challenges

A. Enrollment

The FAO understands that increasing student enrollment at NNMC is crucial for improving the short- and long-term success of the College. On this point, it is understood that the timely awarding of financial aid plays a crucial role in student's ability to enroll. A major challenge in this effort is the lack of Banner expertise/support. The awarding of federal and state aid was delayed for the 19-20 award year because critical banner patches were not performed. When the issue was found it still took a considerable amount of time for the patches to be implemented by the Banner coordinator. At that point in time a considerable amount of our IT's time and effort was being placed on implementing the new payroll system and the much-needed Banner

patches took a second seat to that initiative. The result, however, was that the FAO office awarded aid later than ever before.

Bottom line is that on-site support to keep up-to-date on critical banner upgrades and to help in solving Banner issues that affect the processing of Title IV and state financial aid is lacking. As also mentioned in last year's annual report during the past year the office has encountered many instances where a lack of Banner expertise has seriously hindered the FAO's ability to effectively administer the aid programs. The office finds itself working harder and not smarter due to both a lack of banner training and expertise.

B. Student Success

The limiting factor in the FAO's ability to contribute to student success is the amount of money that is available to be awarded to students. The FAO works hard to ensure that the students they serve are provided as much aid as possible from as many sources as possible. The challenge however is that there is never enough money to provide. For this reason, the challenge for the College is to continually find ways to increase the amount of gift aid that can be awarded to students.

C. Communication

The FAO continues to experience communication barriers across departments. For instance, when the FAO was informed about the new payroll system staff members immediately sought out information about how it would affect work-study. A multitude of emails were sent communicating concerns in an effort to find resolutions to anticipated problems. No responses were provided to these concerns despite multiple requests. The result was that the FAO found itself in a position where they were unable to reconcile both state and federal work-study funds for an extended period of time. This problem coupled with the previously mentioned inability to award financial aid funds which together impacted the FAO's ability to initiate the work-study awarding and hiring process for the summer of 2019. Therefore, the offices communication challenges seem to be that of receiving communication from others. To reiterate, the complete lack of response to our communications from other departments on issues that affect and impact the administration of financial aid programs remains unresolved and continues from prior years.

D. Team Spirit

The issue of Banner technical support is the most pressing concern for the Financial Aid Office and remains as the top concern. The following is an excerpt from prior year report:

"Another serious challenge facing the FAO is insufficient Banner support. The entire College currently relies on one individual to ensure that Banner modules across the College are functioning. This is a problem for the FAO because the Financial Aid Banner module requires almost daily support from a Banner expert. The FAO finds itself competing with other departments for our Banner Technicians time and energy to help us resolve issues that affect our ability to deliver financial aid to students. As years go by this problem becomes more pressing because it is only a matter of time before the College finds itself in an emergency mode for Banner support. In the ideal situation the Financial Aid Office would have a Banner Support Specialist assigned to

the office much like other colleges do. Realistically however, that will likely not be the case. It is truly imperative though that the College plan for an increase in Banner support and budget accordingly for the future.”

The realization of zero on-site Banner support came to fruition when the above referenced Banner Technician was released from the College. An individual was subsequently hired to coordinate Banner functions but had no prior Banner experience and to this point has not been able to assume the role that is required to effectively help the FAO with day-to-day issues and process improvement. The lack of Banner support has had a negative impact on team spirit and will continue to be a hindrance in the office’s ability to operate effectively. The financial aid banner module is considered to be the most complex of all the modules and due to the fact that title IV regulations frequently change, the module needs frequent updates and the staff needs consistent technical support to keep up with administrative and compliance requirements. For these reasons this issue continues to be a major challenge that not only affects team spirit, but the offices ability to administer the aid programs which ultimately impacts the students we serve.

Lack of Banner expertise is also beginning to show in audit findings. There will be serious audit findings in enrollment reporting in the 18-19 single audit. Nearly every sample pulled by the auditors had an enrollment reporting problem.

E. Budget requirements to address challenges

Finding a paperless solution is a carry-over from FY 16 and FY17. As explained in last year’s report, the Director of Financial Aid and IT Director continue to explore options that could provide for a paperless environment; moving away from the inefficiency of paper files and file rooms. The software options reviewed are: Docusign™, Inceptia™, Campus Logic™, Ellucian’s Document Manager™, and Ellucian’s SoftDocs™. Currently the most promising of these software products is SoftDocs. The Banner add-on can be used by the entire College but does not necessarily have to begin with across the board use. Instead the product could be initiated in one department and then integrated into others as demand requires. The Document Manager product would almost completely eliminate hardcopy data storage and bring the entire financial aid process into an electronic environment where student could complete documents online, submit them, and they would be stored electronically. This would streamline the FAO’s ability to efficiently process individual student aid files and free up time to focus on student customer service strategies that support student enrollment and success initiatives.

Preliminary estimates for implementation of a Document Management system is approximately \$50,000 with a recurring cost of approximately \$50,000 per year.

III. Future Projects

A. Enrollment

The FAO will continue to participate in initiatives that support student enrollment and retention. The staff will stay abreast of opportunities to provide support at recruitment initiatives such as career fairs, high school events, and community engagements where financial aid information

can play a role in fostering the recruitment and enrollment process for students. Activities directed at informing the students in our surrounding communities about accessing student aid programs will continue to be a priority.

B. Student Success

The FAO will also continue to play an important role and be proactive in its contribution to the success of Northern students. At every customer service touch point the office will make efforts to improve the quality of service and customer satisfaction. Co-curricular activity and assessing learning outcomes will continue to play a role in the FAO's strategies to improve its customer service with the primary goal to improve student success.

C. Communication

FAO leadership will continually promote the importance of clear communication among the staff members, between departments, and to the students. To meet this goal the FAO will continue to have weekly staff meetings that contribute to the flow of information needed to work efficiently and effectively. These meetings are also about connecting as co-workers to facilitate and improve the quality of the relationships between staff members. In addition, as conveyed in previous reports the FAO has incorporated important student communications into an activity calendar, so that financial aid communications to students are consistent.

D. Team Spirit

The FAO will strive to be supportive of each other and to other departments through action. When called upon for support, the FAO team will be responsive and engaged in activity to promote comradery. The leadership will be open to suggestions about improving team spirit and will engage in new opportunities for improvement.

I. Annual summary of activities

A. Student Success

The Grants Office has fostered student success through its year-long efforts in identifying, developing and submitting funding opportunities for faculty campus-wide that enhance the outreach, recruitment, and enrollment of students into college degree/certificate programs, and that also increase their retention and degree completion rates. The success of Northern's students is a major driver for faculty seeking Federal, State, and private funding. Over 90% of all grants submitted during the past fiscal year included specific programmatic objectives for: 1) increased enrollment rates, 2) increased student retention rates, and 3) direct student support in the form of scholarships/internships/stipends to aid students on their journey to higher education achievement. During the proposal preparation process, the Grants Office works closely with the Provost and Vice President of Academic Affairs to ensure that all grant applications support the college's mission, strategic plan, and student body. In this way, every proposal supports the needs not only of the institution but of the students served by Northern.

B. Communication

The Grants Office is dedicated to proactive communication with faculty when funding opportunities are identified, and to responding promptly when faculty request assistance with the development and submission of a funding proposal. In addition, the Grants Office provides post-award support to faculty and to the Business Office to ensure compliance with all Federal and State funding requirements. During this past fiscal year, the Grants Office provided post-award support via telephone, email and in-person to over 20 faculty and staff, and also provided training to staff in the second of two mandatory trainings regarding the New Mexico Per Diem and Mileage Act and procurement regulations affecting institutional grant oversight.

Moreover, the Grants Office assisted faculty in identifying and vetting scores of Federal, State, and private foundation funding opportunities during the past fiscal year, and supported faculty, staff, and administrators in submitting 33 applications for funding to State, Federal, and private foundations. Email notifications of funding opportunities were sent out at a minimum quarterly, and in most cases monthly to Northern's Deans, Chairs, and current Principal Investigators. With the structured vetting process implemented by the grant's office, the 'Intent to Apply' form, as well as a 'Grant RFP Review' form, has proven to be beneficial in tracking and processing grant proposals. The grants office also participated in multiple community stakeholder meetings to discuss strategies for collaboration on current and future funding opportunities. A great deal of work has gone into establishing renewed trust with collaborating entities as the Grants Office works on proposals initiated through Northern, from other educational institutions, government agencies, and community foundations. One collaborative meeting on the El Rito campus included 5 different agency collaborators which lead to a proposal that will be funded in FY20.

Of special note is how the Grants Office utilized effective communications with Program Officers from funding agencies. The first example is how the Grants Office utilized communications as a tool to support the submission of a highly targeted and responsive submission to the ECMC Foundation. ECMC provided critical feedback on how to fine-tune the proposal's evaluation section, which, as a result of incorporating their feedback, was funded for \$750,000 to support the revitalization of the El Rito Campus.

Other examples of effective communication with Program Officers include the NSF GEOPATHS division and the Department of Education Title V. The communication with the GEOPATHS Program Officer resulted in clarification of the college's budgetary cap for a proposal which had been selected for funding, and which will be awarded in August 2019. Communications with the Department of Education Title V Program Officer resulted in swift approval of the interim Program Director as Program Director after the unexpected departure of the previous Director.

An additional aspect of supportive communications with staff can be evidenced through information and training provided to the Title V Interim Project Director to ensure she could satisfy her grant administration responsibilities in her newly assigned role. Part of the communication with her involved training in running and analyzing budget queries, understanding of procurement regulations and preparing IPR's, travel reimbursement costs, and preparation of an interim report to the Federal Program Officer. This training ensured her ability to hit the ground running, eliminating any lag in program activities that may have resulted from the departure of the previous Director.

C. Team Spirit

The Grants Office is attentive about being supportive and encouraging with all members of the Northern family. One example is in searching for and identifying funding opportunities for faculty and staff and working with them through proposal completion. Meeting proposal deadlines, in addition to an individual's work responsibilities, can present many challenges. However, through effective and supportive communication, coordination, and direct assistance, many of these efforts have been fruitful. Another example is in extending commendations and messages of gratitude to faculty, staff, and others involved in the preparation and submission of funding proposals. Receiving grant funding for a well-prepared proposal can mean the difference between high team spirit and low morale. The Grants Office is dedicated to celebrating the funding successes of faculty and staff, whether small or large and to sharing these successes with everyone involved, regardless of the amount of effort they provided. A fine example of team spirit includes how the Continuing Education Director through direction of the Provost and assistance of the Grants Office brought together so many departments and colleges in the development of the LANL DET Continuing Education proposal, including the Department of Biology, Chemistry and Environmental Science, the College of Engineering and Technology, The Department of Math and Physical Science, The Department of Language and Letters, the Center for Distance Education, and the Creative Director of Communications and Marketing. The meetings, spearheaded by the Office of the Provost, created unity among the many Northern faculty and staff members who worked so hard to accomplish the ultimate goal of drawing funding to the college through a complex proposal process and eventual grant award. Team

members from all the departments and Grants Office were explicitly thanked for their efforts to bring about this successful result.

II. Challenges

A. Communication

The greatest challenge to communicating with faculty and staff from the Grants Office this year was lack of faculty/staff time and resources to focus on funding opportunities. Getting a commitment from departments to participate in submitting grant proposals in response to highly targeted opportunities was difficult. Many funding opportunities that were specifically targeted towards particular departments could not be developed as a result of not having faculty or staff who could work on it. The Grants Office is committed to identifying funding opportunities and working with individuals or teams on the development and submission of proposals.

The second challenge to effective communication this year for the Grants Office was faculty and staff who applied for funding without submitting a Notice of Intent to Apply for Funding. This form greatly assists the Grants Office in making the necessary pre-award preparation and ensuring that resources are available to support the grant activities and deliverables, should it be funded. It also notifies the Business Office of potential funding that would require budget projections for budget approval or the generation of a budget funding string by the Grant Accountant. A two-way communication stream between departments and the Grants Office is critical in establishing funding priorities, opportunities to target and pursue, and to ensure that all requirements of a funding agency are met in order to increase the probability of receiving the award.

B. Team Spirit

Improving team spirit despite the communications challenges mentioned continues to be a primary objective for the Grants Office. Constant interactions between the Grants Office and all departments is key to improving team spirit. The Grants Office strives to offer immediate responses to questions or concerns regarding solicitations, submitted grants, and funded grants to all departments to increase the probability of a submitted grant receiving funding and to ensure compliance with awarded projects. This type of interaction is vital in forming positive interactions and lasting collegial bonds with faculty and staff and promoting unity and team spirit within the college. It is the Grants Office resolve to provide support to anyone on or off campus who is willing to take the initiative to submit a grant proposal that will benefit the college; it's students, faculty research, and our diverse community as a whole.

C. Budget requirements to address challenges

The biggest challenge continues to be little or no budget allocation to the Grants Office to support costs associated with maintaining required grant documentation and other basic office needs. Documentation requirements include a significant amount of documentation filing, data entry, and tracking. Each of these tasks are lower administrative functions, but that take time from the Grants Office that would be better utilized to dive deeper into higher-level tasks such as grant research analysis, grant development/revision, and development of award-worthy grant

boilerplates. It would be extremely helpful to have a part-time staff person or a work-study student to assist the office with general tasks. Unfortunately, looking forward, documentation requirements are expected to increase as we work toward a best practices model within grants administration and the implementation of analysis tools. Finally, funding to travel to other State institutions of higher education would be invaluable in the next fiscal year in order to learn about and then develop best practice models at Northern; and for increasing professional development opportunities for the Grants Office personnel.

III. Future Projects

A. Enrollment and Student Success

The grants office will continue to work collaboratively and in a coordinated manner with faculty and staff in their efforts to both increase enrollment and student retention/graduation rates through funded projects that result from successful grant proposals and cooperative efforts with community stakeholders. This effort includes continued searches and identification of targeted funding opportunities, communication with pertinent faculty about these opportunities, and full support in ensuring compliance funding agency guidelines to ensure a responsive proposal.

B. Communication

The grants office will continue to develop and provide specific training aimed at increasing compliance with Federal, State, and private foundation grant requirements and special conditions. The utilization of new grant tracking and analysis tools will also increase the sharing of valuable insights with grant principal investigators and program directors. The grants office also anticipates participating in Business Office training specific to the needs of the various colleges' and departments' regarding post-award assistance.

D) Team Spirit

Through increased and continued positive communications with faculty and staff, the Grants Office anticipates that a sense of mutual responsibility and comradery will be developed and that this will foster and contribute to institutional team spirit.

Institutional Research
Director: Carmella Sanchez

I. Annual summary of activities

A. Enrollment

The office prepares the following enrollment and performance reports in compliance with mandatory NM State Reports:

- HED Degree files – Three submissions (Summer/Fall/Spring)
- HED Course File – Three submissions (Summer/Fall/Spring)
- HED Student File – Three submissions (Summer/Fall/Spring)
- HED Student Course – Three submissions (Summer/Fall/Spring)
- Council of University President's (CUP) Quarterly Report – Two submissions (Fall/Spring)
- Council of University President's (CUP) Accountability Report – Fall
- Council of University President's (CUP) Graduate Survey – Fall and Spring
- Department of Finance Administration (DFA) Submittal Sheet – Fall
- Higher Education Department (HED) Capital Outlay Report

B. Student Success

During FY19 the Office of Institutional Research has provided data and statistical analysis to support grant reporting. Student success initiatives are supported by the performance reporting.

- Title II (College of Education)
- Title III (STEM Courses Data)
- Student Consumer Information/Title IV compliance reports
- Title V Grant supporting data
- Educator Accountability Reporting System (EARS)
- National Science Foundation (NSF STEP)
- Carl D Perkins Performance Measures (including *Special Populations: Individuals with Disabilities, Limited English Proficiency, Other Educational Barriers, Economically Disadvantaged, Non-Traditional, Single Parent, Displaced Homemaker*). Measures include: Technical Skill Attainment, Credential- Certificate or Degree completion, Student Retention or Transfer, Student Placement, Non-Traditional Participation, Non-Traditional Completion, Form K Enrollment Form and Pell/Bia reports.
- The National Postsecondary Student Aid Study (NPSAS)

Prepared the mandatory Integrated Postsecondary Education Data (IPEDS) federal reports

- Fall Collection includes the Institutional Characteristics, Completions, and 12-month Enrollment components.
- Winter Collection: includes the Human Resources component.
- Spring Collection: includes the Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates components.

C. Communication

The IR Office also prepared the following annual reports to communicate to internal and external stakeholders.

- Fall Factbook
- Semester Enrollment Report
- Academic Program Review data
- Registrar weekly/daily enrollment report
- Admissions weekly/daily enrollment report

The Office of IR worked with the Higher Learning Commission:

- Attended the Annual HLC Conference 2019
- HLC was notified of all new and suspended programs
- Assurance Review project manager

The office also prepared numerous ad hoc reports for all deans, directors and chairs to access along with college leadership. Reports used to communicate with BOR, ACD and other decision-making groups.

- Barriers to Student Success Study
- National Student Clearinghouse Student Data Tracker Report
- Retention Study
- Enrollment reports by program
- Provost 360 Evaluation Project
- Drops per week study
- Phi Theta Kappa
- FTAC study
- NNMC Scholarship project

D. Team Spirit

IR participated in the colleges strategic planning efforts. Particularly the Team Spirit work group summit and retreat. Also provided additional data support.

- Staff and Faculty of the Year Survey
- Interview committee for Staff Writer

Assessment

A. Student Success

- Worked with two committees to continue strengthening the Curricular Assessment and the Co-Curricular Assessment programs. Agendas and minutes are posted online to track progress and document their success in implementing student learning outcomes.
- Worked with the Student Life and Office of Equity Council to create and implement co-curricular activities/experiences that address our co-curricular student learning outcomes.

- Worked with Student Life, Office of Equity and Diversity and Student Ambassadors to re-introduce the idea of creating a food pantry on campus. The Assessment Coordinator and an Academic Advisor worked to complete an application on behalf of the College to the Food Depot located in Santa Fe, NM. As a result, the College Leadership has approved the application and will be working to provide a food pantry on campus.
- Helped to create a Celebrating Student Diversity at Northern New Mexico College Film, highlighting the students' experiences and successes.

B. Communication

- Updated and maintained the NNMC Assessment Webpages with online forms, resources, meeting agendas and meeting minutes.
- Supported all staff with co-curricular assessment plans and surveys. Inventoried 43 co-curricular activities, 28 assessment plans and 9 assessment report to date; fall 2018 and spring 2019 semesters.
- Collaborated with the Student Life and Activities Committee (SLAC) to develop and publish a Student Life Survey. The survey provides student satisfaction regarding student life and information regarding student learning outcomes (n=201 student responses).
- Worked with Deans/Chairs to identify CLASs Committee, and the courses that will be formally assessed each semester.
- Assisted the IR Director in the development of the Barriers to Student Success Online Survey.
- Updating Employer and Collaborative Partner contact lists to email surveys during summer of 2019.

C. Team Spirit

- The CLAS Committee planned and hosted a Professional Development Day on October 17, 2018 and an Assessment Day on March 20, 2019. On Assessment Day there were 26 faculty and staff who attended the mandatory meeting. Strategies for improvement were identified on Assessment Day.
- The Co-curricular Assessment Committee is planning and will host a Co-curricular Assessment Retreat on August 6, 2019. Forty-two (42) faculty and staff have been invited to attend this meeting. Strategies for improvement will be identified at the Retreat.
- Provided new faculty orientation regarding curricular assessment (College-wide Student Learning Outcomes Assessment) throughout the academic year (fall 2018 and spring 2019).
- Provided some faculty and staff technical support with completing their assessment plans and reports.
- Worked with the Office of Equity and Diversity Interim Director and Council to implement: Black History Events, Women's History Events, Sexual Assault and Prevention Event, Celebrating Diversity Events.

II. Challenges

The IR Office faces the challenge of the Banner Administrator vacancy. This position was able to support the IR office in many capacities including ACCESS training, data verification and work load overflow.

A. Budget Request

The IR Office oversees HLC accreditation obligations. The office would like to participate in the 2020 HLC conferences. A budget for Curricular and Co-curricular Events needs to be institutionalized.

Funding for Curricular Days

Annual Professional Development Day Materials Food	\$ 90 \$300
Annual Assessment Day Materials Food	\$ 90 \$300
Total	\$780

Funding for Summer Co-curricular Assessment Retreat

Food Breakfast and Lunch			\$600
Student Learning Outcomes - Promotional Materials			\$1,000.00
Sentipensante (sensing/thinking Pedagogy) Book by Laura I. Rendon, 2009, ISBN 978-1-57922-325	\$40 per person	\$40 x 40/person	\$1,600.00
Healing House Space			\$806.14
Total			\$4006.14

The institutional research director is requesting compensation for added duties in the past year.

Upon the departure of Northern's Banner Administrator, the IR office has assumed additional workload. IR now supports other offices with data extraction, troubleshooting, and Access training. Most, if not all requests for data come through the IR office now. The current Banner person currently forwards data requests to IR. The IR office will need to take additional training until additional support is hired. The IR office will now have to seek additional training to access payroll data for state and IPEDS reporting using the new software.

The IR director is solely responsible in supporting the new Title V grant(s) and other grants with data extraction and analysis. As grants are acquired and the data demands grow, so does the demand on IR. IR director also carries these added responsibilities for most of the grant applications.

The IR director continues to serve as the colleges Data Coordinator in addition to IR duties. This was supposed to be a temporary assignment, until a replacement was hired (however, it has been 5 or 6 years now).

As the college moves to include community college services to the region, the reporting demands will again double. Accountability Reports and Quarterly Reports are different from our current reporting requirements, as are LFC and DFA requests. Trend data will need to be established as well to determine targets. There are also separate state meetings which will require attendance.

All of the above duties have been added within the past year, with the exception of the Data Coordinator. The possibility of hiring additional help with the skills needed, appears to be unfeasible at this time, however the workload continues to grow.

The current IR salary has been compared to the salaries of my peers (including, other direct reports to provost, directors with similar responsibilities to deadlines and compliance issues, and other IR directors in the state). Below is the requested increase with a breakout of the added duties discussed.

New duties added recently to IR	Amount
Multiple Grant Support (New weekly requests at \$48/week for 1.5 hours per request). Does not include new annual reporting requirements that come with these grant awards. There is the new Title V grant, then there will be additional reporting for newer title V and possibly TRIO. Applications for new grants depend heavily on IR data compilation.	\$ 2,500.00
Data Coordinator (HED responsibilities including data and meetings). Was originally promised \$2500 (4% of coordinator salary) by former Registrar/Supervisor but was later told there was no money.	\$ 2,500.00
Supervisor (\$2/hr to supervise 1.0 FTE) Informed by previous HR that supervising directors get compensated for added responsibility	\$ 2,500.00
Banner Support (identifying errors for cleaning data, supporting other offices in absence of Banner Administrator) IR workload had doubled in the past year with data demands. 3% of previous Banner Admin salary.	\$ 2,500.00

Institutional Effectiveness duties for Community College Reporting (Community colleges have the same reports as the universities but with entirely different measures and state meetings). NM branches have additional IR person. This is 8% of a separate salary (excluding benefits)	\$ 5,000.00
Total	\$15,000.00

III. Future Projects

Future projects at this time are aimed at preparing the communication document to the HLC (due in 10 months).

A. Communication

In June 2020, Northern New Mexico College (NNMC) will undergo our Year 4 Assurance Review, under the Higher Learning Commission's (HLC) Open Pathway for re-accreditation. This *Year 4 Assurance Review* is an online submission of a 35,000-word argument with supporting evidence to demonstrate the institution meets the accreditation criteria.

There are 5 criteria and 21 core components HLC website. A panel of peer reviewers will evaluate whether Northern meets the criteria through review of our *Assurance Argument* and *Evidence File*.

A 13-member accreditation committee led by the Office of Institutional Research is drafting the *Assurance Argument* and compiling the *Evidence Files*. This work depends on support and contributions from numerous members of the college community. In particular, we will be engaging staff and faculty members in the development of the *Assurance Argument* and collection of documentation for the *Evidence File*. Members of the college community will be asked to review the draft *Assurance Filing* and provide feedback.

The current fourteen (13) member accreditation committee is based on expertise and prior participation and knowledge of HLC accreditation and other program accreditation processes.

Five criteria for re-accreditation	
Mission	Courtney Bruch, Pam Piccolo, Patricia Trujillo, Ruth Hidalgo
Integrity: Ethical and Responsible Conduct	Jacob Pacheco
Teaching & Learning: Quality, Resources, and Support	Lori Baca, David Torres, Ken Dvorak
Teaching & Learning: Evaluation and Improvement	Ellen Trabka, Tobe Bott-Lyons, Tamara Trujillo
Resources, Planning, & Institutional Effectiveness	Cheryl James, Carmella Sanchez

The estimated timeline for the remainder of the project spans from Fall 2019 to the Summer of 2020.

- August/September 2019 - Review each individual Criterion by committee - Draft 1
- October 2019 - Teams work on revisions, add new info, upload more evidence
- November 2019 - Submit Draft 3 for Internal Review [Lisa Wilson and Ivan Lopez]
- January 2020- Make recommended revisions
- February 2020 - Draft 4 Editors
- March 2020 -Polish, Finalize Evidence, Make corrections
- April 2020 - Attend HLC Conference in Chicago
- May 2020 - Final Draft Share with Board
- June 2020 - Lock Assurance Argument
- July 2020 - Review/follow-up regarding panel feedback
- August 2020 - Develop and implement QI proposal process

Library

Director: Courtney Bruch

I. Annual summary of activities

A. Enrollment

The library supported this strategic direction by providing space and information sources to the broader community. The library also supported this strategy by housing a regional testing center and making resources available to members of the community such as a local meditation group and Rio Arriba Adult Literacy program. The library logged over 1,400 logins to community patron-designated computers and processed approximately 250 room reservations. Welcoming the community onto the campus could contribute to increased enrollment. The library participated in select NNMC student recruitment and retention efforts including the Spring Expo and New Student Orientation. The library hosted both a Trickster event and a Madrid lecture. Finally, the library contributed to the campus's Title V CASSA grant, a project to enhance essential support systems for student success, by offering space to house the peer-tutoring activities.

B. Student Success

The library contributed to student success via collection development and providing access to resources, leading and/or contributing to teaching and learning endeavors and serving as the intellectual hub of the campus.

Oftentimes, instructors put material on Course Reserve as either supplemental materials or textbooks that students may otherwise not purchase. During the last FY, the library processed a total of 120 Course Reserves. The library purchased over 400 books and began to develop a workflow for eBooks procurement. As a supplement to the budget and collection, the library processed approximately 250 donations and borrowed, through Interlibrary Loan, over 100 books on behalf of students, faculty and staff. The library's computer lab hosted a total of 180 courses over the past fiscal year. The library is currently running two discovery layers (EBSCO Discovery Service or EDS and Worldcat Discovery), or interfaces that allows patrons to discover materials across the collection. Discovery layers search for print materials, eBooks, peer-reviewed journal articles, trade/industry publications, newspapers, media, and more all in one place. Because search results were confusing to both staff and students, the library purged approximately 50,000 Open Access bibliographic records from the discovery systems; making it easier for patrons to determine what information sources are actually owned by the library. As part of the discovery layer purge, the library revised the catalog location mappings, renamed facets, aligned current database offerings, updated the WMS collection manager, and added useful features such as call number texting when possible.

Contributions to teaching and learning occurred through the website, reference transactions, and classroom instruction sessions. Library staff conducted 14 instructional sessions reaching a total of 196 students. Library staff conducted approximately 1,200 reference transactions via phone, email, and in-person and created 3 discipline-based subject guides for students to locate

information online. The library also evaluated hours staffing and services in order to make recommendations to campus administration based on benchmarks set by peer institutions.

C. Communication

The library supported this strategic direction by hosting relevant lectures, promoting materials that align with northern New Mexico's culture and regional history, and providing access to library-related services for both the campus and community at large. The library hosted the annual Madrid Lecture entitled *La Tules of Image and Reality: Why We Continue to Care* with Dr. Deena Gonzalez in November. In the Spring semester, the library purchased a new content management system (CMS) to manage the creation and modification of digital content. The new platform allows the library to use widgets, feeds, indexing, and APIs to populate content. The library hired a temporary website developer with a specialization in information architecture to create a new library website on the CMS. The results of that effort include a new WACG 2.0 compliant website with bootstrapped code (meaning students can access the site easily via mobile devices). As a related endeavor, the library worked with the Distance Education department to develop protocols between the library site and Blackboard so resources can easily be pushed to students in the learning management system LTI. Finally, the library worked with the IT department to implement a secure, hosted, cloud-based proxy server to authenticate patrons into the databases appropriately.

D. Team Spirit

The library seeks to be a welcoming and safe space for the campus community. In order to do that the library must provide areas and support for scholarly communication and collaboration while maintaining an environment that provides equal access and is conducive to teaching and learning. As a result, the library staff collaborated to revamp nine guidelines for building conduct and outlined service requirements/expectations. Prior to the revamp, policies were located in several locations. Now all policies are housed in the library CMS with backups on the P: drive. The library worked with the campus-wide Facilities Committee to draft and approve a building emergency operations plan that could serve as a prototype for other buildings on campus. More regular communication between different departments in the library is now becoming commonplace. For example, library staff developed closing procedures which now include the role of the Security department. The library worked with the campus legal and the student accessibility office to ensure spaces were ADA compliant. Staff are now aware of ADA requirements. The library also revamped the community patron login sheet to reflect the American Library Association's ethics involving patron privacy and confidentiality. In April, the library hosted the Annual Student Academic Research Symposium, highlighting poster presentations of student-led research. In June, library staff completed customer service training and are now engaged in an ongoing dialogue based on the contents of that training.

II. Challenges

The most impactful challenge this fiscal year, spanning all strategic priorities, involved personnel. The loss of the library director, extended vacancy of that position, and already lean staffing made keeping library doors open and vital operations functioning quite difficult.

A. Enrollment

Currently there is an Eagle ID maker housed in the library in conjunction with the Eagle Tech location. Library staff are often asked to create Eagle IDs if no Eagle Tech is available. This causes a problem as library staff have neither training nor a way of verifying college affiliation or enrollment status.

B. Student Success

Challenges associated with student success are budget, technical, instructional, and space-related.

Library staff are struggling to keep the collection current relevant with a small budget dedicated to material procurement. A few years ago, the library completed a major weeding project but was unable to fully complete inventory after the weeding efforts due to an issue with the integrated library system (ILS) vendor. As a result, the library's catalog Results List display holdings that are not always available on the shelves. The lifecycle management of electronic resources such as databases and eBooks is becoming increasingly complex. The library was authenticating patrons into databases manually beginning in November after a new patron upload process no longer worked. Documentation on database terms of use, VPATs, and specific vendors has not been organized or filed. The website contained links to databases the library or affiliated purchasing consortia quit subscribing to and failed to reflect new subscriptions. Additionally, these subscription changes were not reflected in either discovery layer.

OCLC, the vendor which provides the library's ILS, is redirecting all traffic from the current Worldcat Local to Worldcat Discovery on August 9, 2019. As a result, the library is required to make changes in the Worldcat Discovery configuration files as well as migrate the Course Reserves module. Currently patron uploads into OCLC's Worldshare Circulation module are not correct. OCLC's data ingest team confirmed our institution sends daily patron data loads every morning but that the institution needs to examine the delimited patron data load files to determine where the error lies. A ticket has been entered with the IT department, but other issues have taken priority. If the patron data load were reflected correctly in the SIS Active Directory, library staff would be able to better determine the status of a patron and that feature in our Circulation module would function appropriately.

In terms of space and instruction, library staff have struggled to determine the best way to accommodate students who need quiet study space, patrons who need space to complete group or collaborative work, and space for a student lounge/social area. Meanwhile, instructional requests are often made at the last minute with the expectation the library can accommodate any request.

C. Communication

Library staff have received no formal procurement training from the business office. While individual employees in the business office have been very helpful; written processes, expectations, and workflows may help alleviate confusion.

Internally, the library has additional communication challenges. Library-related assessments about services, collection, and education are, in some instances, gathered; but not systematically communicated to stakeholders in a meaningful way. There is no formalized tracking mechanism for library database licenses, VPATs, and COUNTER usage statistics.

D. Team Spirit

While library staff were able to triage situations with minimal staffing, supervision of student assistants was dispersed. One staff member handled scheduling, another timesheets, and so on. Student work studies did receive quality training on aspects of their jobs but need reinforced training on behavioral expectations, how to handle emergency situations, and further responsibilities with collection maintenance. Staff training involving the alignment of patron behavior expectations also needs to occur.

Due to lean staffing and difficulty in accommodating leave, staff members have engaged in working under less than ideal conditions. Revising compensation based on job duties and benchmarks might boost morale.

The library received multiple requests to re-open the coffee shop located inside the building. Given the surrounding circumstances, the library has yet to come up with a viable business model for financially sustaining an operation of this nature.

E. Budget requirements to address challenges

Collection challenges: Like many academic libraries, our library's materials budget has failed to keep pace with the demands of the academic information marketplace. At minimum, the library service lease account 71582 should always calculate a 10% increase to the base budget for each database subscription package to cover inflation. Library staff estimate the need for \$8,000 in one-time funding (with the understanding the collection will thereafter need to be continually updated) to support trade-related programs proposed at El Rito.

Technology challenges: Issues surrounding the Eagle ID maker and OCLC's data ingest into the library circulation module cannot be solved by the library alone. These issues must be addressed in conjunction with the Registrar and IT departments. Given the cross departmental nature of this solution, a project such as this should not be reflected in the library budget.

Space: The library needs to provide a combination of quiet study space(s), space(s) to complete group or collaborative work, and more social areas. Monies will most likely need to be set aside to transform some spaces into quieter areas.

Personnel: Currently the library only employs one professional librarian. To expand an instructional programming, offer Open Educational Resources as a cost-saving alternative to costly classroom materials, and keep the library running effectively, another degreed librarian is required. Furthermore, the potential addition of a separate library location at the El Rito campus is unsustainable without additional staffing.

Finally, the library is suggesting a proactive method for dealing with challenges. For example, the computers in the reference area, although not a named challenge in this report, will most likely need a refresh in 2021. A conservative estimate of \$39,000 will be needed to ensure reference area computers are refreshed.

III) Future Projects

A. Enrollment

The library will continue to provide space and information sources to the broader community and participate in select student recruitment and retention efforts. The library director is co-chairing a committee tasked with drafting a policy and guidelines pertaining to Active Directory student status in the SIS.

B. Student Success

The library will continue to develop general and discipline-specific research guides for student use. The library will also work with faculty to create an assignment and rubric for *Critical Thought: Sources of Information* to be used in all ENG111 classes.

Both EDS and Worldcat Discovery layers need to be perfected in order to determine which option will be best for staff and students. We will be investigating which product provides the best solutions for UX; link resolving and overlap analysis capabilities; and the most comprehensive listing of all serials the library subscribes to.

The library will be conducting an overlap analysis to determine if we can cancel any print journals in order to offset the cost of new periodical subscriptions. This will ensure we only subscribe to resources in one format and do not pay twice for the same content in print and electronic versions if possible. We will also be developing a mechanism to monitor electronic resource usage and cost/use to ensure collection funds are spent on the most needed resources.

C. Communication

The library will begin systematically collecting quantitative and qualitative information to assist in evaluating, planning, and communicating contributions to the campus. In terms of quantitative data, we will be piloting an effort to create a data dashboard with hopes of initiating a path toward a college-wide data warehouse. Initially, this effort will include identifying the best information to track as well as formalizing and/or electronically tracking data gathered so it can easily be extracted or ingested into other systems. In terms of qualitative data, a survey for faculty, staff, and students will be conducted in the Fall 2019 semester to determine patron satisfaction.

The library will continue to develop a workflow for eBook procurement. The library will also be formalizing tracking mechanisms for database licenses. Currently terms, VAPTs, vendor contacts, and consortial purchasing information are not located in one place.

D. Team Spirit

The library will continue to work with the office of Distance Education to draft a campus-wide copyright policy and provide faculty training on various aspects of intellectual property.

Office of the Registrar
Interim Dean: Frank Orona
Registrar: Gerald Wheeler

I. Annual summary of activities

A. Enrollment

-Achievements ----The office of the registrar has successfully worked with the other institutions (registrars offices) and HED to comply with a new numbering system that is required by HED (Higher Education). The new common course numbering system (CCN) is a statewide project that varies by institution, depending when their academic year begins. The new system will provide all students an easier articulation system for students who plan to transfer amongst New Mexico institutions. Since Northern New Mexico's (NNMC) academic year begins this upcoming fall 2019, all courses that are considered to be offered were required to be setup and configured from scratch in our SIS (Student Information System). With NNMC's banner ERP (Enterprise Resource Planning) system, a course cannot be easily edited or changed, and the system does this for a reason. This is because any previous course that has been created with say an existing number for examples ENG 111 (English Composition I), will affect a student's academic history. For this project using the same example, a new number and subject needed to be created to reflect the HED crosswalk (ENGL 1110 Composition I). When each course is created, various additional setup such as equivalences, pre requisites, co requisites, and course descriptions need to be finalized within the banner SIS. All these changes are necessary to establish a synchronized, relational configuration. It is important that this new curriculum is properly setup and also quality assurance is performed at the time with test cases (testing programming, and user functionality,) especially for student registration to run smoothly in future terms. Other important areas that this affects are Classification of Instructional Programs (CIP) codes across these new courses and within HED. Which by the way, has ongoing updates including changes, additions, and deletions to courses previously approved by the committee. When this numbering system becomes stable and further as a finished project, this will assist students, especially our local students to take courses within the state that will definitely transfer as a common course. This will save individuals working with students and this new curriculum in every institution time, and effort for courses that did not commonly transfer before because of irrelevant content, descriptions, credit values, etc. Also, as a continuation of common course numbers, upper division courses are also being recreated to follow the four-digit numbering and the subject codes that are being implemented within our lower division courses.

--Failures--Failures that the office of the registrar has experienced is the lack of resources that allow a staff member to complete and maintain the degree audit system. Ongoing issues and no current maintenance and support activity with Degree works auditing system. In comparison to last year's report, the degree auditing system can still be used however, a lot of maintenance and configuration is needed to reach its full potential, or for its main purpose to advise and allow students to track their degree progress via the web along with their advisors and departments. Common course numbering also affects all catalog year degree plans for 2019-2020. The office

of the registrar is providing the new degree works specialist any information needed in an effort to get the current degree auditing system up to date and operable for students, staff, and faculty.

B. Student success and Team Spirit

--Successes

Successfully implemented the new common course numbering system in order to comply with the academic year that is approaching in Fall 2019. Within the small window of time that was given for NNMC, the office of the registrar knew that this project needed to be implemented as soon as possible. The following were key factors:

1. All offerings from Fall 2018 that were active needed to be converted to the new CCN system. As a business process, the office of the registrar rolls from previous terms only active courses from our SIS to the latest term. For Fall 2019, this was not possible because all courses had to be created as new courses or CCNs with some requiring new subjects and all requiring new numbers that adhered with the HED master crosswalk that resulted in 4 digits (XXXX).
2. The new CCN system needs to be in place for degree plans, courses that also need including descriptions for the new catalog coming out in fall or fall 19/20.
3. CCNs need to be setup intensively in the banner SIS for the degree auditing system to recognize them within the code (Scribe programming). This is for correct articulation when an audit is being displayed and that work with a combination of existing courses that will incorporate with new CCNs within the displayed audit.
4. Transfer evaluations: All new admitted students that come in for Fall 2019 will have courses that they transfer in with NNMC converted to the new CCN system courses will be reflected on their NNMC transcripts. These courses will be under each college that they have attended, with the courses that were accepted and that articulate towards the declared major that they have here at NNMC.
5. CIP code submission and approval through HED. If CIP codes are drastically different than previously created, they need to be submitted through the survey monkey link to the HED CIP approval team. In 2020 HED is planning to review all CIPS across NM.
6. The CCN project is currently ongoing through HED and the approval committees. Departments that still need to be completed are engineering, nursing, and business.

II. Challenges

A. Enrollment: and Student Success

One of the main major challenges that the office of the registrar has faced from the FY 19 was the short time frame the CCN project needed to be implemented. This was all hands-on deck, which basically meant the associate registrar and registrar needed to complete this initiative as soon as possible. The reason is these two individuals are the only staff members that could complete this, because student workers should not be completing or using their footprint in the SIS on certain types of tasks and responsibilities. Student workers are great assets however, when a full-term begins for these degree seeking students the office only has these workers on a limited hour basis depending on how much commitment each student can allocate towards their studies. Student workers are taking 12 credit hours or more (full time) in order to work

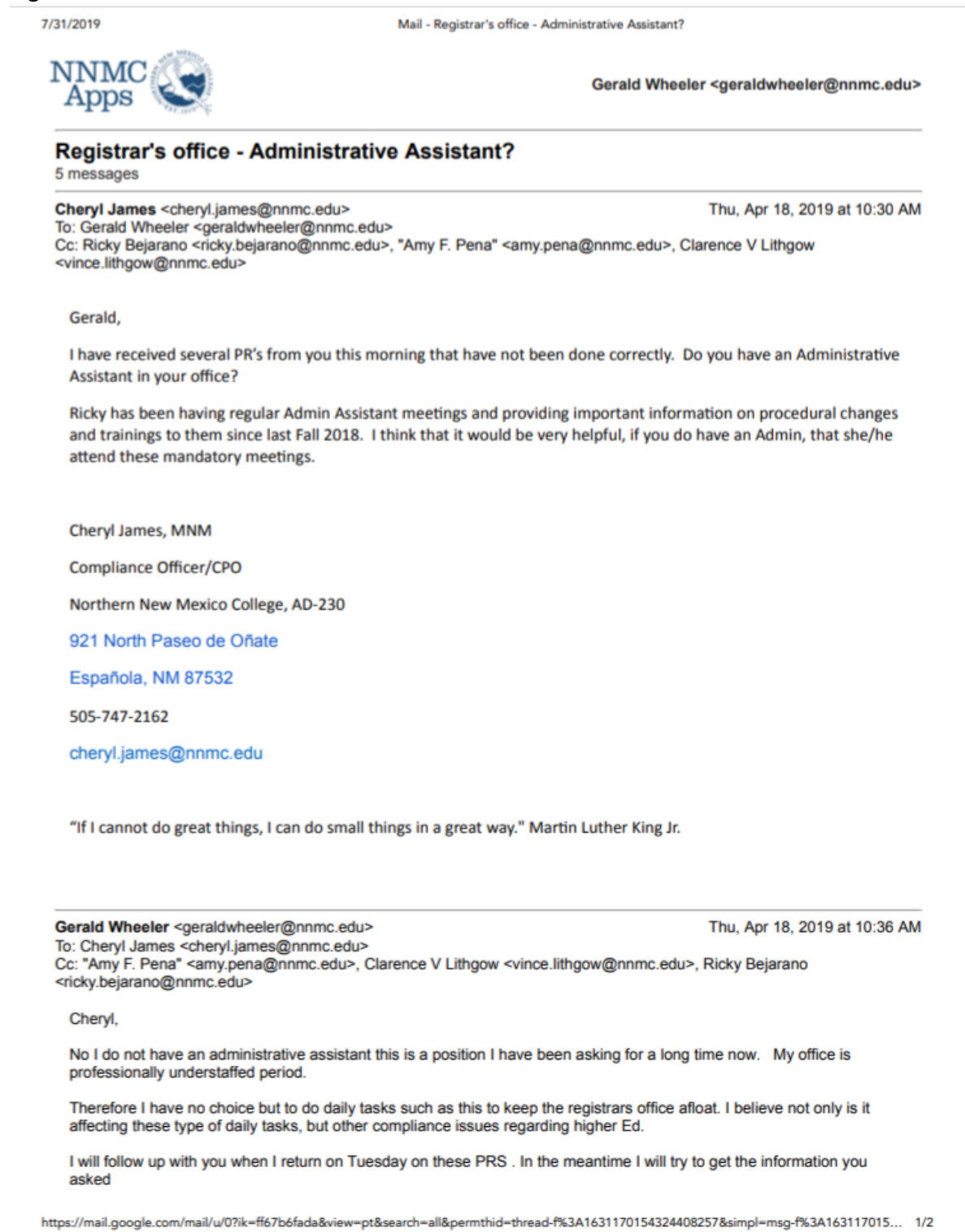
towards a reasonable timeframe to graduate and with financial aid regulations they are limited to working 20 hours or less depending on their aid eligibility and college course schedule. This past June of 2019, the office of the registrar lost one of its experienced student workers who has been with the office since the past registrar was on board (2017). The student left for a better student job opportunity at the national laboratory. With that loss, an enormous amount of knowledge and skillset also went with the student worker. We want our students to achieve and prosper, however an office with this amount of demand in student services needs to attain more professional staffing. Currently the office of the registrar is the only student service office that has two professional staff members, and are just as busy, if not busier than other offices with the various student services that we provide. This ranges from transcript requests from students, from background investigators for employment backgrounds, enrollment verifications, transfer evaluations, phone calls, and assistance with petitioning to graduate, not to mention Spring commencement planning.

Per the department of education who scheduled an MSURD (Minority Serving and Under Resourced School Division) site visit last year (04/16-04/18/19), the Dept of Ed team mentioned that we could also be out of compliance if our enrollment reporting is not done timely, and because of not being properly professionally staffed. “Replacing a full-time employee whose position was eliminated (for any reason) with a student employee paid with FWS funds is prohibited. This prohibition extends to instances where a school first replaces the full-time employee with a student position paid with college funds” (Federal Student Aid Handbook. 2017-2018, p. 6-43).

Other challenges that the office of the registrar faced was internal compliance issues because lack of staff, in completing the PR/PO process correctly for the numerous amounts of purchase orders that needed to be reviewed and approved by purchasing, and the college’s compliance officer. This was a huge challenge for the registrar to correct, and finalize and re-submit all documentation, quotes, contacts, and procedures. This challenge could have overall affected the success of commencement. Supplies, vendors, and contract services were essential for an overall successful student graduation ceremony experience. Please see figure 1.1 below.

Figure

1.1



This has been a major challenge with everything else going on, including course scheduling and other daily functions required from the office.

C. Communication

The office of the registrar provides communication on a semester basis to students and faculty regarding various information. Information such as final grades, commencement, diplomas, consumer information, FERPA, transcript requests, transcript evaluations, and petitions to graduate. We also communicate often with our NM state registrar alliance NMACRAO (New Mexico Association of Collegiate Registrars and Admissions Officers) by attending meetings and conferences regarding important updates regarding CCN and the new general education curriculum. Communication with other student service departments and internal departments for strategic enrollment management (SEM) collaboration for the mission of the college and for student success.

D. Team Spirit

There is a team of colleagues within the college that are assisting and participating in the preparation of reviving our degree auditing system (degree works) in order to provide students the resource for student success. As a team, there are various skilled individuals from advisement, IT, Library, and registrars and now a degree audit specialist that contribute their expertise to make this a successful plan of action. The office of the registrar is a team player whenever other departments and colleagues need assistance regarding site visits, audits, trainings, student services, events, and whatever the institution and counter parts need to provide the best overall student and institution's success.

E. Budget requirements to address challenges

The budget needed for an administrative assistant/enrollment specialist salary is proposed at \$35,000 based on human resource determination. This position will greatly stabilize the office of the registrar and its endeavors for enrollment, program, and institutional growth. This position will be critical to assist the office in what student workers cannot, because of their limitations under the federal works study program guidelines. Such duties are enrollment verifications, transcript processing, education verifications, clearinghouse reporting and error reconciliation, awarding and printing degrees and diplomas, change of majors, FERPA release consent forms, customer service as a whole (phone, front desk, and emails) and other duties as needed for the office directed by the registrar.

III) Future Projects

A. Enrollment

The office of the registrar will continue to work with all departments' campus wide to provide the best customer service for all students to the best of our ability with the resources that we currently have. We will have to prioritize tasks that affect all our student body such as commencement, course scheduling, enrollment services, and FERPA.

B) Student Success: Our course numbering is an ongoing project and will be completed in order to be in compliance with all colleges in order to establish courses as "common courses". For (NNMC) old courses, or courses from the previous and current catalog have to be sunset (inactivate) courses in our banner catalog database. This will require constant communication with HED, and NMACRO to provide updates across the state. Working with academic

departments is also viable to setup the correct course schedule. Currently the associate registrar is working on preparing to roll out Spring 2020 course schedule first draft.

The common course numbering initiative has been established in order to better fit transfer evaluation and articulation between these courses at every institution especially in the state of NM.

Another near future goal is to completely move to NSCH (National Student Clearinghouse) e-transcripts and minimize costs for the electronic transcripts service. Currently the office of the registrar at NNMC are using Transcripts plus in order to fulfill student electronic requests at this time. This total cost to the institution a flat fee. A particular challenge that the office may face is the overall implementation. Other technological projects within the institution such as the stability of banner 9, and the implementation of ILP (Intelligent Learning Platform) for the blackboard LMS has been a priority this year. This has taken several zoom meetings configuration and setup from the IT side and quality assurance (test cases) from the registrar side. The NSCH project has been put on hold from the target scope, this will continue to be delayed until these issues and resources are established and dedicated forthcoming.

References

Federal Student Aid Handbook. (2017-2018). Federal Student Work Study Program. *Department of Education*. <https://ifap.ed.gov/fsahandbook/attachments/1617FSAHbkVol6Ch2.pdf>

Student Life

Interim Dean: Frank Orona

Coordinator: Richard Sedillo

I. Annual Summary of Activities

A. Enrollment

Activities sponsored and/or hosted by the Student Life Activities Committee include the a Water Drive for the Espanola Soup kitchen, Summer Social Activities, Purchased T-shirts for Welcome Back BBQ, Hosted Fall 2018 Welcome Back BBQ, Sponsored Student Senate Inauguration, Hosted Student Senate Orientation for new members, Sponsored Welcome Back Week Activities, Sponsored BBQ for New Student Orientation in the Fall and Spring, Participated in Community Clean Up at Car Lane Bosque, Provided transportation for students to Ohkay Owingeh Harvest Dance, Provided transportation for student volunteers for the Santa Fe Thunder Half Marathon, Updated Student Life NNMC Webpage, Hosted Fall 2018, Spring 2019, and Summer 2019 Pancake Breakfast, Partnered with Student volunteers to represent NNMC at The Bounce Back Event, Hosted NNMC Basketball Season Kickoff Tailgate Party, Sponsored Midterms and Finals Snacks in the Fall and Spring Semesters, Sponsored Black History Month Events in collaboration with the Office of Equity and Diversity, Sponsored food for BYOL Questions with President Bailey Event, Partnered with Student volunteers to represent NNMC at Keep Espanola Beautiful Clean Up Event, Sponsored Food for Fried Workshop, Sponsored Diane Reyna film showing, Sponsored 3 NNMC Student Ambassadors, Sponsored and Organized Workshops with representatives from Workforce Solutions, Sponsored and hosted Thanksgiving Lunch for 300 students, Sponsored BBQ for NNMC 2019 EXPO, Hosted All Basketball Conference Tournament Potluck, Hosted events for Women's History Month, sponsored Sexual Assault Awareness event in collaboration with Tewa Women United, Hosted a student panel on a radio show, and worked on starting a food pantry for NNMC students, staff, and faculty. These events are open to all faculty, staff, and students to attend.

B. Student Success

The Student Life Activities Committee shares the same six goals of the NNMC Co-Curricular Committee and strives to: 1. Promote Health & Wellness, 2. Support Social & Personal Growth, 3. Cultivate Culture & Identity, 4. Encourage Student Leadership & Engagement, 5. Engage the Campus & Community, 6. Develop Career & Lifelong Learning.

C. Communication

Events are advertised with flyers through NNMC email broadcasting, NNMC Snapchat, Twitter, Instagram and other social media platforms.

D. Team Spirit

In alignment with the NNMC Mission, Student Life aims to “create programs, services, and experiences that support students to be leaders in their own educations, communities, and lives.” The Student Life Activities Committee is committed to supporting and celebrating the whole student experience.

II. Challenges

A. Enrollment

One challenge was getting ASNNMC members to attend meetings. Student Life hosted a Summer ASNNMC Orientation to prepare and guide students for their upcoming roles, however only a handful showed up. Another challenge is getting students to attend campus events.

B. Student Success

During midterms and finals week, Student Life provides snacks and drinks to students. In the past, SLAC used the NNMC Library cafe. However, this year we were not allowed to do so. This made it difficult to serve students and made it inconvenient for them as well.

C. Communication

Being that Student Life often decides to host events in the spur of the moment, it was difficult to meet the 30-day facility rental request.

Student Life plans to address this by creating a calendar of events at the beginning of the semester, in preparation for the school year.

D. Team Spirit

Intramural Sports- Due to the lack of court availability, from 7-9 pm, Student Life was unable to sponsor intramural sports.

Student Life will continue to work with athletics to reserve the court during the Fall and Spring Basketball Season.

E. Budget requirements to address challenges

The more funds made available to Student Life, the more events and activities we are able to host and sponsor for students. We strive to involve, support, and celebrate our students.

III. Future Projects

A. Enrollment

Student Life would like to encourage staff and students to attend home games by advertising free admission and participate in more Campus and Community Events.

B. Student Success

Student Life will work to team up with community organizations to provide students with resources and skill building workshops.

C. Communication

Student life hopes to utilize the NNMC App when it becomes fully functional.

D. Team Spirit

Student Life would like to host more field trips for students. This will include cultural events such as Native American feasts and Hispanic Fiestas, National Monuments, and Historical sites.

SPECIAL EDUCATIONAL PROGRAMS

Adult Education Program

Director: Cindy Leyba

I. Annual summary of activities

The Adult Education (AE) Program at Northern New Mexico College (NNMC) continues its charge to help those students 16 years of age and older obtain their high school equivalency (HSE) via preparatory classes in mathematics, science, reading, writing, social studies, and college and career readiness. In addition to the class work, students are required to attend tutoring sessions with our instructional staff two days a week focusing on those subjects currently presented in the classroom, or for those subjects giving students particular issue.

All students enrolled in the AE program have been initially screened for HEP eligibility through their personnel. For those HEP eligible students who need higher entry level scores, they are referred back to the AE Program for course work and tutoring to enable them to increase their scores for final admission to HEP.

The AE Program also provides English as Second Language (ESL) courses to assist students 16 and older learn English.

A. Enrollment

During the 2018-2019 academic year, AE Program served 72 adult education participants, compared to the 98 served the previous academic year. Of those 72 AE participants, 52.8% achieved measurable skill gains.

A total of 32.4% of the 37 ESL participants achieved a measurable skill gain while enrolled in the ESL courses during the 2018-2019 academic year. Comparing those numbers to the 2017-2018 period, 21.1% of the 19 ESL participants achieved a measurable gain.

B. Student Success

Nineteen of the 72 AE participants were successful in obtaining their HSE. Five of these HSE recipients have applied for admissions to post-secondary institutions. The three who applied to NNMC also applied to CAMP. Another three HSE recipients have moved on to employment in the community.

C. Communication

The AE staff has continued its schedule of weekly meetings to address student performance enhancement strategies, respond to pressing student issues, present guest speakers for informational purposes, etc.

AE holds an orientation on the first day of each session that includes all AE students, staff and faculty. This is an opportunity to introduce the AE staff and faculty to the incoming students, engage new students and returning students, reinforce expectations, answer questions, etc.

D. Team Spirit

The AE Program ends each session with a potluck to celebrate all student achievements. This is an opportunity to gather together and share in a meal without the stress of class assignments, presentations, etc.

II. Challenges

A. Enrollment

The AE Program has an enormous challenge when recruiting students due in part to the perks available through HEP. We want any student who qualifies for HEP to benefit from the HEP provided monetary resources, which is why we refer all prospective students to HEP for screening. If the student is not eligible for HEP, she/he is generally referred back to AE. Until AE is in a position to provide comparable incentives, we will continue to struggle to enroll the best and brightest.

In addition, regional competition comes from HELP New Mexico's YouthBuild, UNM Los Alamos, and UNM Taos. All these programs are close enough to pose a significant threat to our AE program enrollment.

With regards to ESL enrollment, we cannot help but wonder if the current political climate has kept prospective students from seeking services. Additionally, we experience a considerable decline in ESL class attendance during public school vacations, in-service days, and summer breaks.

B. Student Success

Students do not seem to recognize the importance of the post-test process. In some instances, they are rushing through exams and not performing as well. Those that take advantage of the allotted time per exam tend to perform much better.

We have AE students who have an overabundance of instructional hours with no measurable skill gains.

Several students have been reprimanded for their absences. Specified timed breaks throughout the day have also proven difficult for students to adhere to.

C. Communication

Students that do not adhere to the AE code of conduct must meet with the director. The goal is to determine if there are life issues interfering with their conduct/performance to determine how we might assist so they are successful in the program. This can also involve faculty to obtain additional perspective.

It has taken time to develop internal department relationships with the new AE director. The weekly AE staff/faculty meetings help to improve communications with the director. The weekly staff meetings are also a means to communicate the various student issues; achievements; needs; etc.

D. Team Spirit

Morale within the department appears to have suffered slightly due to the various directors who have been in and out of this department in the last year.

III. Future Projects

A. Enrollment

AE was awarded an additional state appropriation of \$13,000 to assist those 22 and older who have been involved in the criminal justice system. Training will be provided through an independent contractor during the first six months of this 2019-20 FY, with the last six months dedicated to implementation. This grant will run through June 30, 2020. AE will be reaching out to our local courts and probation officers to make contact with and enroll members of this specific population.

There is the potential to possibly partner with UNM Los Alamos for use of their proposed mobile STEM lab to enhance our science course curriculum.

Low AE enrollments continue, but we hope to improve upon those numbers as the AE director connects with more community members to provide information on the services available through our program.

Working with NNMC recruiter, Sara McCormick, will inform our outreach/recruitment efforts at more community events. The more information the surrounding communities have about our services, the more likely we are to gain in enrollments.

B. Student Success

An AE ESL student will be participating in a pageant in September 2019. One of our ESL instructors has been assisting her to prepare her speech for this pageant. Individual aspirations are what help to motivate the students to go beyond their current level of English proficiency. We want to focus instruction on English for employability, family school communication, event

Within AE, we are discussing how we might revamp the ESL program by having a very structured curriculum with specific learning outcomes before a student could be moved to the next level. This would entail the implementation of a testing structure outside the National Reporting System (NRS). Reports to NM HED would be consistent with their NRS requirements. This new system might be what is needed to keep ESL students from dropping in and out of classes, which is difficult on faculty when trying to keep a cohesive classroom environment. This may also encourage student to student learning if they are progressing at a similar pace.

C. Communication

Each AE session begins with a full staff, faculty, and student orientation. We are exploring ways to get students to engage with one another. For many new students this is an uncomfortable situation, but we must continue to make these introductory attempts so that they can better relate to one another in the classroom. It is this initial meeting that could spark a “study buddy” partnership; help a new student better navigate the AE program; start discussions concerning a classroom assignment; etc.

D. Team Spirit

AE is exploring ways to improve our orientation process so that students feel more comfortable starting each session. We deal with many individuals who suffer from anxiety and we want to ensure a smooth transition into our program. Getting the students to adopt a cohort model will help to ensure individual success in the program.

Finding opportunities to recognize the important contributions AE staff and faculty make is helpful for retention of high performers. Offering deserved praise and gratitude is something that helps build team spirit.

College Assistance Migrant Program

Director: Stephanie Vigil-Roybal

I. Annual summary of activities

A. Enrollment

The program reviewer had suggested facilitating recruitment and enrollment by enrolling all 30 students in the fall semester instead of the previous practice of double entries in spring and fall. This change was successfully implemented; CAMP enrollment and retention is currently at a record high with a waiting list of students interested in CAMP.

B. Student Success

CAMP Government Performance and Results Act (GPRA) indicators are listed in the table below. This preliminary information was presented to OME in a Fact Book in July 2019 and will be finalized in an Annual Performance Report submitted to OME in November 2019.

Grant Year	Yearly Budget	Incoming Students		Outgoing Students			CAMP Completers		CAMP College Graduates
		Funded to Serve	Total Served	1 st Yr. Completers	Persisters Returning Next Year	Continuing Continuing to Y2	GPRA 1 % of Completers	GPRA 2 % of Completers Continuing to Y2	Total CAMP College Graduates
2016-2017	\$424,989	30	41	25	11	25	83%	100%	4
2017-2018	\$424,959	30	35	26	7	26	62%	100%	10
2018-2019	\$424,879	30	32	27	3	26	87%	100%	17
Recent additional graduates:				Classification:			Age:	Hometown:	Educational Goals:
#18. Female				Graduate			28	Medanales, NM	BA Business Admin.
#19. Male				Graduate			24	Ohkay Owingeh Pueblo, NM	AA Elementary Education

The preliminary GPRA outcomes for 2018-19 show NNMC CAMP continuing to exceed the national GPRA 2 retention target of 84% by 16% and fully recovered from the previous year's GPRA 1 setback with a projected 87% first year completion rate—1% over the national target of 86%. In addition, the project reports that over 99% of faculty submits progress reports for CAMP students, and the Faculty/Staff/Peer mentoring initiative has an 85%-90% success rate for students who've been mentored and have continued their 2nd thru 4th year here at Northern New Mexico College.

NNMC CAMP provides individualized Student Success Support Services that address needs of the students, and by extension, their local communities. Academic/transitioning services include advising; study and technology support (study and workspaces with supply caddies, two computer labs, personal laptops and calculators); tutoring in Math, English, and Science; Faculty/Staff mentoring [Undergraduate Research Experiences (URE)]; Peer mentoring by CAMP Leaders; and the First Year Experience (FYE) Course. The project design also provides for career

placement/planning/advising, including interview attire and coaching assistance; mental health counseling referrals; service leadership opportunities; Year 2+ services; and financial assistance to those demonstrating high financial need. Comprehensive financial support includes tuition and fees, books and supplies, participation stipends, and internships. Non-cognitive supports comprise New Student Orientation (NSO); food security assistance (meal cards and CAMP Cupboard; cultural and community events; esteem/team/STEM building activities (e.g., ropes course, fishing, EXPLORA, and painting); and success/participation acknowledgements. In addition, CAMP incorporates a Family Track, encouraging family engagement with CAMP students in extracurricular activities that foster “a sense of belonging,” which is an integral element in the research component of the Grant.

In the external reviewer’s report (conducted May 2019), he commented on informal meetings with several CAMP students individually and in small groups. Students shared they had no difficulty in applying to the program. They enjoyed and appreciated CAMP Orientation as a learning event and indicated that CAMP helped them prepare for transitioning to NNMC. They knew CAMP was a program that offered them advisement, support, and leadership skills. They saw CAMP staff as respectful and helpful. They reported meeting with student mentors (CAMP Leaders) and seeing staff on a weekly basis. The student mentors, tutors, and staff were available when needed. The students had participated in community service events and monthly student group meetings. They understood how the progress reports and stipends work in CAMP and felt comfortable asking staff about financial aid, their academic standing, and any individual concerns they might have.

The new CAMP Student Leader Internship Program (SLIP) has been a huge success factor for current CAMP students and for the leaders as students themselves. Each leader is a CAMP alumnus still enrolled at NNMC who supports the success of their CAMP student team by leading out in an innovative peer mentoring curriculum and by taking active leadership and support roles in CAMP NSO, NNMC NSO, family meetings, community service leadership projects, and extracurricular activities.

C. Communication

CAMP has handbooks and procedures manuals (works-in-progress) for staff and a Guidebook and weekly announcements sent out via email and posted in the CAMP office for students. Flyers for NNMC and Community events are updated weekly on an easel just outside the CAMP office. CAMP utilizes a “Remind App.” This tool helps staff communicate via text to the students’ cell phones quickly. It is very effective in communicating with the students; they do respond. Staff communicates internally via regular meetings, email, phone, texting, and Google docs and calendars.

The most impressive communication channel designed and constructed this year that addresses all four lines of effort in the strategic direction is CAMP’s Hall of Fame; it communicates, encourages, and celebrates student successes and teamwork, which all have a positive effect on public relations and future enrollment. In addition to financial opportunities and resources highlighted on the Money Board and in the Info Racks, there are picture boards of Student

Leaders, alumni, mentors and mentees, NNMC graduates, and an activity collage board for each of the past and current cohorts in the present grant cycle. The Woo Hoo Board spotlights special achievements and acknowledgements, and the demographic map together with narrative tiles painted by students show the places they call home.

D. Team Spirit

On-campus partners and community partners play a critical role in helping students adjust to campus life and complete their first year of college. This year CAMP established a new partner in the CAMP Advisory Board Committee (ABC). It is made up of two key NNMC personnel who provide college student support services, one community leader who wrote the very first NNMC CAMP Grant, one community leader/retired LANL employee who currently administers the acequias, and one Pueblo leader who is involved with Tewa Women United. These members review student applications and interview perspective students for readiness, a key component in student success.

CAMP works closely with key NNMC departments focused on student support and success will enable the project to continue to make strides in helping students complete their first year in college and transition smoothly into their second year: advising, behavioral health services, financial aid, admissions, accessibility, testing, registrar, writing and math centers, faculty, co-curricular assessment team, and HEP. In addition, productive and actionable meetings will continue with CAMP Staff, Community Partners, and the CAMP Advisory Board Committee.

CAMP participates in NNMC activities: e.g., EXPO, Welcome Back, and Beautification Campaign.

II. Challenges

A. Enrollment

There were two major challenges to enrollment this third year; one has implications for the fourth year that overlap Enrollment, Success, and Team Spirit categories. The Recruiter was out-of-office on the family medical leave act for Fall Semester 2018 but returned Spring Semester 2019. This absence was unfavorable because the recruiter is vital to the program with the responsibility of finding, assessing, and engaging qualified candidates for CAMP, “best fit candidates” who will complete the program.

During CAMP’s assessment of the 2017-18 GPRA 1 decline, it was discovered that 14 out of the 15 students who transitioned into CAMP from HEP did not complete the first year of college due to their academic and programmatic underperformances, though extensive support services were provided. CAMP had been advised by the College to provide a preference to all HEP students since they had already met eligibility requirements with the idea that it would serve both programs. Both the College and CAMP acknowledge that this admission policy failed to achieve the desired outcomes; it has since been revoked. CAMP followed required protocol on submitting an improvement plan with timeline and benchmarks to OME as a consequence for the sharp drop from 83.33% target to 62%. The plan was approved by the OME Program Officer. Two key points of the plan were an increase in supportive services that was anticipated to raise

GPRA 1 to an 86% completion rate for the third programmatic period 7/01/2018-06/30/2019 and changes in recruitment and enrollment policies for the fourth programmatic period 07/01/2019-06/30/2020) that would include assessment of both academic and programmatic readiness.

B. Student Success

While both the project and NNMC offer comprehensive student orientations at the beginning of each semester, the transition for students still seems to be difficult, as shown by the withdraw of students from the project and NNMC. Students reported minor struggles with advising as they transition into NNMC for the correct coursework for their first year of studies. Currently, the grant is using the Institution of Higher Education (IHE) available resources to their advantage to have a smoother transition for students, along with Group Team monthly meeting: CAMP, Northern Advising, Admission, Financial Aid, Testing, and Recruitment.

Personal, family, and work problems and situations have presented barriers and challenges to completing education commitments for many students. CAMP is hopeful that the addition of Behavioral Health Services here at the NNMC Campus will be helpful to students in this regard and has taken steps to make these services more accessible.

C. Communication

Due to short-staffing in the business office, there were communication challenges in the submission process—which form goes to which individual who completes which task in processing documents and required forms within specified time frames: purchase requests, outstate travel/instate travel requests/approvals, invoices that need to be paid, purchase orders, in-house requests (Bookstore), etc. This situation appears to have been rectified.

Intentions to develop a semester newsletter to distribute to partners, community, and the NNMC campus have not been realized due to the CAMP staff shortage in the beginning of the year and a maxed out project load due to the design and implementation of two new initiatives this year (SLIP and ABC). A newsletter would help to promote enrollment by showcasing achievements and interests of CAMP staff and students, and it would be a platform for CAMP to express appreciation to the many agencies who help us to be successful.

D. Team Spirit

For a short while (3 months) in the past, CAMP was invited to explain the CAMP program and assist interested NNMC HEP students with completing the CAMP application. CAMP had been providing this service with mutual benefit to UNM HEP regularly over 3 years until the program at UNM was recently no longer funded. The CAMP Recruiter continues to promote NNMC HEP by displaying and distributing HEP information at community events and outreach sites. CAMP is still willing to provide on-site information and assistance to NNMC HEP students.

The resignation of the program's academic advisor in June 2019 presented challenges to the program on multiple levels. Academic advisement is a vital aspect of student success and is a core position on the CAMP Team; concerns regarding continuity and quality of service and disruption in CAMP staff dynamics and teamwork were significant. Fortunately, the highly experienced and

capable part-time CAMP recruiter has since taken on the role of full-time Advisor/Recruiter. The CAMP application has been streamlined to facilitate the student selection process, and student interns have been employed to support advising and recruitment services to balance time and effort demands on the Advisor/Recruiter.

III. Future Projects

A. Enrollment

Enrollment plans for the future are to continue to strengthen collaborative relationships with the CAMP Advisory Board Committee members. The Advisory Board is slated to meet quarterly to discuss recruitment strategies and target areas as well as approaches to better serve and advocate for CAMP students throughout their first year at the college. CAMP will present the mentoring initiative to the committee to see if they are interested in mentoring one or two CAMP students.

CAMP staff will continue to enroll all 30 students in the fall. The single enrollment relieved mid-year staff stress of double recruitment/enrollment processes, enhanced feelings of community for students and staff, and facilitated semester transitions. Serious feasibility consideration will be given to the program reviewer's recommendation for capping enrollment at 25 for the next grant cycle.

CAMP staff will attend a meeting in Las Cruces September 20, 2019, to meet the new Migrant Education Programs Representative for identification, distribution, and recruitment training.

B. Student Success

Continuation and expansion plans are projected for the new Student Success Supports Projects started this year: Student Leader Internship Program, Advisory Board Committee, CAMP Cupboard and Closet; and for CAMP Community Service Collaborative Projects: Community Garden Collaboration w/Sostenga Farm, Los Alamos National Laboratory, Espanola Public Schools, Espanola Chamber of Commerce, City of Espanola, Rio Arriba County, Community Businesses, HELP New Mexico, New Mexico Dept. of Workforce Solutions, and NNMCC's Community.

Additional workshops are planned to cover time management for college students, adjustment issues of first year students, and available college and community services beyond year one at NNMCC.

C. Communication

Plans for next year include expanding online evaluations of monthly meeting content, student ideas on programming, and student satisfaction. Students have communicated they would like to have more say and play a more active role in helping plan speaker series and student events. Further discussion and planning are on the agenda regarding Student Leader recommendations for increasing engagement activities, making mentor meetings and the FYE course more meaningful to the needs of first-generation college students who are seasonal farm workers, and

increasing buy-in from CAMP students by issuing prior announcements of upcoming monthly speakers.

As per the CAMP reviewer recommendation, CAMP will institute follow-up contact efforts for non-completers and completers no longer in school.

Stephanie Montoya, NNMC Media and Marketing Representative, has offered to help CAMP develop a newsletter for widespread distribution.

D. Team Spirit

CAMP would like to resume the previous cross-promotion/assistance relationship with HEP and will initiate a conversation with HEP on the matter. HEP brochures will continue to be placed in the top row of CAMP's Info Rack, and the CAMP Recruiter will continue HEP promotion at community events and outreach sites.

Collaborative efforts with the NNMC Behavioral Health Counselor have resulted in the implementation of two check-in sessions per semester for CAMP students and an introductory workshop at CAMP New Student Orientation, August 2019. Accommodating the counselor closer to the CAMP Office in the Student Support Service Area will make it easier for CAMP students to access services.

CAMP will continue to follow through with its new CAMP Student Leader Internship Program with plans to employ the two returning Leaders as Student Leader Coordinators (SLCs) to provide direction and guidance to the new Student Leaders and their teams. NOTE: The SLCs will have teams of their own and assist in recruitment efforts as well.

CAMP will continue to maintain strong communication and to work cooperatively with NNMC departments supporting each student's success in college and career. Continuing to participate in NNMC and Community events and activities gives CAMP opportunities to practice leadership by example, an important component of the program.

Continuing Education

Director: Cecilia Romero

I. Annual Activities Summary

The Continuing Education (CE) Program at Northern New Mexico College (NNMC), provides opportunities for lifelong learning to the citizens of the school district and surrounding towns. It responds to community needs and interests with our communities' talents and resources, calling upon local people to develop and coordinate programs and services for children, adolescents, and adults. CE provides extended-day educational programs for citizens in Rio Arriba County and surrounding areas. It promotes and supports school and community learning projects that cannot be funded or presented in traditional ways. CE is both a program of classes and educational events and a process that connects local citizens and their public schools in ways that are creative, educational, and cost effective.

A. Enrollment

CE continues to grow. Below is a list of classes/events that have been offered this Academic Year:

- 1) Community Education Classes (year-round for adults an extended-day enrichment)
- 2) Online courses (with ed2go/MindEdge)
- 3) Spanish Colonial Wood Working
- 4) Bultos, Retablo, and Tinsmithing
- 5) Weaving and Four Harness
- 6) Adobe Construction
- 7) Other services (contract and in-service training, inter-agency collaboration, etc.)

CE was able to provide a wide variety of educational services for many local residents last year. Activities include partnerships with McDonald, Santa Claran Casino, and LANL Detonators Division.

B. Students Success

CE engaged in collaborative opportunities to provide community access to NNMC initiatives and resources. Locals had the opportunity to enhance their well-being, enrich their knowledge and strengthen their communities. The CE outreach initiatives reached many people through community work, lectures, programs, recitals and events. For example, the Annual Art Show brought in approximately 400-500 community members and surrounding areas.

C. Team Spirit

CE has been committed to helping students as well as supporting instructors so they can provide a valuable learning experience. The community has also been involved in art shows. Students, instructors and staff worked together to get the Art Annex Building in order to create a warm, welcoming environment/place for our students and visitors.

II. Challenges

A. Enrollment

Currently, more and more adults are enrolling in postsecondary programs, instead of the traditional colleges or universities. Instead, they may be enrolling in boot camps or online course providers or mobile course providers. CE is really important because this is a growing demographic but, equally so, there are competitors coming in that they have to contend with who are figuring out and leveraging new technologies to create new learning models that, in many cases, better fit the needs of these adults.

B. Students Success

For busy students, community members and working families, the commitment has to be taken serious. Most people who work nights choose the traditional route for college. Also, the surrounding community colleges have ample offerings of CE courses.

III. Future Projects

A. Enrollment

If awarded, the DET Proposal CE department will grow in all areas. With this growth, we are unable to compete with surrounding areas down south. CE needs to upgrade equipment in the welding shop, woodshop and weaving studio.

B. Student Success and Team Spirit

- Create an Annual CE Schedule
- Add classes to CE
- Attend bi-weekly Director's meetings
- Continue the collaboration with Ed2Go and MindEdge
- Presently working with Coming Home Connection
- Attended EPA Meetings
- Attend DET Meetings
- Hold regarding meetings with CE Instructors
- Post flyers though out the communities

Connecting Academics with Student Success and Achievement (CASSA)

Director: Kristy L. Alton

I. Annual summary of activities

A. Enrollment

An integral role in the Title V CASSA Project is that of the Outreach Coordinator/Academic Advisor (OAA). The OAA was hired in June of 2019 and is housed at the Santa Fe Higher Education Center. Her role is primarily focused on outreach to Santa Fe County students, both at the high school level and those that have already obtained an associate degree from Santa Fe Community College (SFCC). Two of the three first year project objectives for the OAA are as follows:

- 1) Add three Santa Fe high schools to the list of Northern's schools with outreach agreements.
- 2) Hold four outreach activities that will reach 100 or more SFCC and Santa Fe high school students.
- 3) Increase the number of Hispanic and low-income student transfers from two-year to four-year degree programs by 25 students or more.

The OAA has been working diligently toward meeting these goals. She has already met with and reached out to SFCC alumni to increase the transfer rate and has scheduled outreach activities with Santa Fe area high schools. The OAA has made key partnerships with advisors and staff at SFCC that will help her meet all three of her goals.

B. Student Success

Embedded and Peer Tutoring:

A number of student support services have been written into the Title V CASSA Project. Included in these support services is peer-led team learning (PLTL), also known as embedded tutoring, and peer tutors. During the spring semester Title V CASSA Project employed 9 PLTL's and peer tutors offering academic support in the areas of English, Math, Science, and Film.

Behavioral Health Counseling:

Through the CASSA Project Behavioral Health Counseling services are now available free of charge to all NNMC students two and a half days per week (Mondays 8-12, Tuesdays and Thursdays 8-4:30). In addition to individual counseling sessions, the Behavioral Health Counselor has made presentations to College and Career Readiness and Adult Basic Education classes regarding his services, local services, and included a discussion on mental health issues as well as stress reduction and grounding exercises. He has attended on campus events such as, the Active Minds Pancake Breakfast and CAMP activities. The Behavioral Health Counselor is also an active member of the Co-curricular Assessment Retreat Committee and the Opioid Panel.

Professional Development for Faculty:

Six Northern faculty members attended a 3-part professional development (PD) series conducted by ESCALA Educational Services, Inc. The topics of the PD series were: *Building Relationships, Bridging Cultures; Clarifying and Focusing; and Developing Trust*. The faculty gained a greater understanding of the learning cultures and environments of the students they serve, gained

insight as to who they were as instructors within the deeply cultural setting of northern NM, and shared techniques that are relevant to and effective with northern NM-based students.

Tandem Consulting provided five training sessions focused on best practices in higher education. Approximately 30 faculty members attended one or all of the training sessions. The topics of the sessions included: *Classroom Management; Civility in the Classroom; Who Moved My Cheese: Dealing with Change in Your Professional and Personal Life; Managing Conflict; and Communication in Difficult Situations.*

Ten memberships were purchased from Academic Impressions for online professional development. The memberships were given to Deans and Chairs with the expectation that they will use it as a tool to improve instruction within their departments. Academic Impressions serves higher education institutions through conferences, webcasts, publications, and membership. Their topics range from student success and retention, to faculty support and development, from alumni and donor support to leadership development.

C. Communication

Communication within the Title V CASSA staff takes place via email, phone calls, and bimonthly staff meetings.

Communication with the wider college faculty and staff happens via email, phone, email broadcasts, and attending meetings to include ACDD, SEM, department, and activity specific.

D. Team Spirit

Through the Title V CASSA Project funds, the library was able to acquire 20 new desk top computers, the Math Learning Center received 22 laptops, and the Writing Center acquired 12 desktop computers. These new computers replaced out of date equipment and improved the services offered by all three entities.

SERPA and the library received a new Mondopad and mobile carts that will help with online learning, professional development, and student support services.

Northern's Zoom video conferencing and distance learning capabilities were updated and expanded through the purchase of a new Zoom license agreement. This agreement provides video conferencing access for the entire Northern campus to include 150 staff/faculty accounts and 1000 Zoom accounts.

II. Challenges

A. Enrollment

The late hire of the OAA has proved to be a challenge toward meeting some of the easier enrollment goals of the grant in year one.

B. Student Success

In April 2019, a Degree Audit Analyst (DAA) was hired to use Degree Works (DW), an Ellucian product, software to detail student academic records and four-year degree plans. The DAA will use Degree Works as a degree planning and a tracking system so that all Northern students and advisors can monitor progress toward degree completion. The DAA completed 18 out of 20 hours of training with Ellucian. Remaining hours will be used at a later date for reporting training. The DAA had challenges with gaining access to DW, Scribe, Surecode, and Shepentry, all at the Ellucian level, for 3.5 weeks. Additional challenges include, wrong data input by previous DW contractors and timely information regarding the new common course codes and course titles. Progress has been made toward catalog entries for 2016-2018 and 2018-2019. Work has been done toward correcting Surecode tables within Scribe.

C. Communication

Challenges with communication are due to physical distance, work overload, and no sense of urgency. The OAA is located at the Santa Fe Higher Education Center and this distance has proven to cause a challenge when communicating with Northern faculty and staff. Additionally, in general when communicating with Northern faculty and staff emails and phone calls are not immediately returned which may be due to staff and faculty being overloaded with responsibilities or not having a sense of urgency to get back to their colleagues.

D. Team Spirit

This will be an area of growth for the Title V CASSA Project staff.

III. Future Projects

A. Enrollment

The OAA will continue to work toward year one project objectives and begin working toward year two objectives which will include 8 outreach workshops to Santa Fe high school students, outreach activities that reach 50 SFCC students and 150 Santa Fe high school students, and transfer plans for 25 SFCC students.

B. Student Success

Supporting Course Design:

Three gateway courses with high failure rates will be redesigned. Five new online courses will be designed and offered to students.

Degree Audit Analyst:

Degree Works degree planning and tracking systems will be established to monitor progress toward degrees for all transfer and freshman students.

Student Support Services:

Continue to work toward meeting goals in year one for PLTLs, Peer Tutors, and Peer Advisors, and add 10 Student Ambassadors. Provide tutoring, advisement, and mentoring training to student employees as needed.

Professional Development:

Provide ESCALA professional development training to 14 faculty.

C. Communication

The Title V Student Support Services (PLTLs, Peer Tutors, Peer Advisors, and Student Ambassadors) might benefit from having a webpage on the NNMC website.

D. Team Spirit

Work as a Title V CASSA team to develop team spirit initiatives. Continue to support campus wide endeavors that support students, faculty, and staff.

High School Equivalency Program

Director: Shari Jobe

I. Annual summary of activities

The High School Equivalency Program (HEP) at Northern New Mexico College (NNMC) is a commuter program designed to provide services to eligible migrant and seasonal farmworkers and their immediate families from northern New Mexico. Our goals are to provide the following: 1) instructional services to prepare students to successfully pass the NM High School Equivalency (HSE) exam; 2) support services to enable students to successfully earn their HSE; 3) training, skills, and services necessary to obtain employment or be placed in an institution of higher education or other postsecondary education or training or enlist in the military. NNMC HEP will achieve the following GPRA measures per year: 1) 80 qualifying MSF's will be identified, recruited and provided educational and support services to assist in receiving a HSE diploma; 2) 75% of participating HEP students will obtain their HSE (GPRA 1); 3) 75% of HSE attainers will be placed in post-secondary education, upgraded employment or military service (GPRA 2).

A. Enrollment

Project Goal 1. Outreach & Recruitment: Identify & recruit 160 MSFs annually; enroll 80.

Explanation of Progress: Recruitment materials (flyers, brochures, business cards, and applications) were disseminated within the two (2) county service areas of Rio Arriba and Santa Fe. Recruitment materials were made available and used through initial contact with potential participants, at community events such as farmer's markets, fiestas/ festivals, and career fairs, and disseminated and posted at various community agencies.

Recruitment - "How Did You Hear About us" survey #'s:

- 62% word-of-mouth (family/friend/alumni)
- 15% walk-ins
- 10% flyers and events
- 500 flyers disseminated
- 200 brochures disseminated
- 6% Advertisements
- 5% HEP Facebook Page
- 2% Community Partner Referrals

Student Exit Evaluation Results:

- Please rate the quality of our customer service when you first came into the HEP office: 98.39% Excellent and 1.61 Good
- HEP staff provided guidance in the application process and the program requirements: 93.55% Strongly Agree and 6.45% Agree
- Please rate the quality of the enrollment and admissions process: 90.32% Excellent and 9.68% Good

- Information and supplies provided at Orientation were helpful: 96.72 Strongly Agree and 3.28% Agree
- How likely are you to recommend the NNMC HEP program to others?: 95.16% Absolutely Recommend and 4.84% Very Likely

Performance Measures: Recruitment was met with 160 identified and recruited and the enrollment performance measure was met with 80 enrolled.

B. Student Success

Project Goal 2. Instruction: Provide resources/instruction to ensure 75% attain a NM HSE diploma.

Explanation of Progress:

- 100% of enrolled students received educational resources, supplies & materials;
- 100% of enrolled students received financial resources to complete the program;
- 100% of prepared students took the HSE exam;
- 91% of enrolled students successfully attained their HSE;
- 8 sessions (terms) were delivered during the FY;
- Classes consisted of reading, writing, social studies, science and math. We also provide one-on-one and small group tutoring, college and career transition workshops, and STEM collaborative workshops.

Student Exit Evaluation Results:

- Please rate the quality of class scheduling: 88.52% Excellent and 11.48% Above Average;
- Please rate the quality of classroom instruction: 96.77% Excellent and 3.23 % Above Average;
- Please rate the quality of program events and workshops: 100% Excellent;
- Did faculty and staff provide you with the tools (materials, skills, and techniques) that were useful in obtaining your HSE? 91.94% Strongly Agree and 8.06% Agree.

Performance Measures were met with 80 students receiving HEP instructional and support services. NNMC HEP exceeded the national HSE attainment and our grant performance goal:

- National Target = 69%
- NNMC 2015-2020 Grant Performance Goal = 75%
- NNMC HSE 2018-2019 Attainment = 91%

NOTE: HiSET 2017 Annual Statistical Report – New Mexico's pass rate was 53.5%. NNMC HEP had a pass rate of 91%

C. Communication and Team Spirit

Project Goal 3. Retention: All HEP students will receive personal, academic, and career counseling.

Explanation of Progress:

- 100% of all students were advised on goal setting;
- 100% of participants receiving their HSE received transition services.

Student Exit Evaluation Results:

- Please rate the quality of transition class: 90.32% Very Helpful, 3.23% Helpful and 6.45% Average
- Please rate the transition services you received: 96% Excellent, 4% Good
- How satisfied were you with the support you received from staff and faculty in transitioning to college, workforce, or the military? 96.77% Very Satisfied and 3.22% Satisfied.

Event Tracker:

Students and their family members were invited to attend 14 cultural, social and team building events

Performance Measures were met with 100% of all students being advised on goal setting and 100% of participants receiving their HSE received transition services.

Project Goal 4. Workforce and Post-Secondary Opportunities.

Explanation of Progress: 100% of students attended transition workshops, skills sessions, and STEM Academy. NNMC academic faculty, community guest speakers, New Mexico Workforce Solutions, military branch representatives, four-year and two-year institution recruiters, local employers, and STEM/Explora provided sessions to promote post-secondary/training and employment opportunities.

Event Tracker:

Students and their family members were invited to attend: 8 educational events and 8 STEM events

Performance Measures were met with 100% of all students attending transition workshops, skills sessions, and STEM Academy.

Project Goal 5. Transition: 75% of all HEP graduates will be placed in postsecondary education or training, obtain or upgrade employment, or enlist in the military.

Explanation of Progress: 100% of all HSE graduates received assistance with enrolling in postsecondary or training programs, career placement, or military enlistment.

Data:

- 49 students have enrolled in post-secondary education (43 NNMC)
- 19 upgraded employment
- 2 joined the military

Scholarships:

- 4 students received the Daniel's Scholarship (\$3,266.50 each)
- 12 HEP Alumni received a Foundation Scholarship
- 11 received \$500
- 2 received \$1,000
- 1 received \$1,038
- 1 received \$2,876
- 1 student received the National HEP/CAMP Scholarship (\$1,500)
- 9 students were enrolled in CAMP

Performance Measures were met with 97%* of HSE attainers transitioning to postsecondary education/training or obtaining gainful employment. We exceeded the National target of 80%.
*programs have until October 30, 2018 to complete transition for 2018-2019 FY

II. Challenges

A. Enrollment

There are 3 other HEP programs serving farmworker students in the community (UNM-Taos, HELP-NM and YouthBuild). It was difficult to recruit 160 students and enroll 80 of them due to the number farmworker programs in the service area. Campus HSE walk-in numbers were down as well. This may in part be because of the changes in Adult Education. The AE Director and I are working together on class scheduling and recruiting.

B. Student Success

We need a HELP desk or ambassadors that sit in the rotunda to assist and direct individuals the minute they walk into Northern. Possibly the ambassadors could be the extra support FTAC students need to successfully navigate college. Scholarships (CAMP, Daniel's, NNMC): HEP would like to be included in any discussions with regard to financial assistance and/or scholarship information that would help students pay for post-secondary, especially undocumented students.

C. Communication

All NNMC grants should meet once a month to discuss challenges and assist with possible solutions – we could possibly help each other out.

D. Team Spirit

HEP's biggest challenge is transitioning our students to the NNMC. The success of HEP depends on a lot of departments at NNMC. Possibly quarterly meetings with advisement, financial aid, business office, and FYE instructors would close the gap from HEP to NNMC.

E. Budget requirements to address challenges

As noted in our 2019 Site Evaluation, the business office needs to help us expedite allowable grant expenses through the Compliance Officer to help us spend down grant funds. We need to have a "back-up" plan for ordering and paying for student lunches when the cafeteria decides to close without a 3-week notice.

III. Future Projects

To ensure students are offered and provided the necessary resources to complete the HEP program and be successful in their transition, we will look at the following:

A. Enrollment

We are going to have 2 groups of students per 6-week term of no more than 6 students in each group. We will “flip/flop” each group between the 2 instructors. We experimented with this idea this past semester and it worked well. We will implement this design beginning July 15th with enrollment numbers being 10 and no more than 12;

We now have a HEP/AE flyer that all staff and faculty are tasked with taking 5 flyers at the end of the week and posting them wherever they go.

B. Student Success

We are planning on providing more STEM activities through Explora and other NNMC campus workshops for our students. I’d like our students to have opportunities for hands-on activities and get them excited about future study and work choices for careers.

C. Communication

We will continue having staff meetings once a week to keep everyone “in the loop”. We will reach out to other departments on campus to meet quarterly to not only explain what HEP is and does, but to also reach out for assistance with transition to NNMC.

D. Team Spirit

We are a strong team. We all come together to work for the good of the all. It is a group effort. As a group we support, elevate each other, and contribute to the success of HEP, NNMC, and most importantly the success of the students we serve.

Upward Bound

Director: Tobe Bott-Lyons

I) Annual summary of activities

A. Enrollment

With the assistance of the counselors and other staff at EVHS, Upward Bound has recruited more than the required participants for this grant year. As of the Summer of 2019, there are 73 students enrolled in the program (with a required minimum of 60). This represents a key milestone for the program as we have identified the key demographic and type of student who is most likely to thrive in the UB program.

There were only ten graduating seniors enrolled in the UB program this year, and at least four plan to attend NNMC full-time in the Fall (1 is attending Denver University, 1 is attending UNM-LA, 2 are attending NMSU, 2 are undecided). UB has worked closely with the CAMP program to recruit students from EVHS. Additionally, we have partnered with the high school on several initiatives, including FAFSA assistance, college application workshops, and a college signing day assembly.

Perhaps most significantly, with the assistance of the Dual Credit Coordinator and various faculty and department chairs, UB has been able to dramatically increase the number of students taking dual credit courses from EVHS. This includes 15 half-day juniors from last year and an additional 15 matriculating this year. About forty UB students earned at least one dual credit this Summer.

B. Student Success

Afterschool Academic Year Services:

This year, after-school tutoring for UB students was moved from EVHS to NNMC. This has been a positive development, although it requires UB staff to pick up students four days a week during the academic year. Attendance and participation has exceeded our expectations with an average of about 20 students attending. In addition to individual homework help and subject-specific tutoring, these activities include regular goal setting, team-building activities, written reflection, and regular group math exercises.

Saturday and Summer Academies:

This year, Upward Bound hosted nine Saturday Academies at Northern New Mexico College. Three of these days were facilitated by UB staff and focussed on topics related to ACT testing, healthy relationships, high school survival skills, and personal wellness. Additionally, using supplemental STEM funds, four weekend workshops were offered (Arroyo Warriors and Arduino). We also took students on two weekend field trips during the year.

The NNMC Summer Academy had approximately 55 students participate in a range of academic and personal enrichment activities on the NNMC campus. The classes included: 1) Comics (enrichment); 2) Pre-Algebra (enrichment); 3) Student Leadership (enrichment); 4) Intro to Digital

Video Production (dual credit); 5) Computer Science for All (dual credit); 6) DIY Art (enrichment); 7) Psychology (dual credit); 8) English Bridge (not for credit); 9) ACT Math Bootcamp.

Many students also enrolled in regular NNMC summer courses including Spanish I, Math 150, English 111, and Developmental Psychology.

Enrichment + Leadership Activities:

Between August 1, 2018 and July 31, 2019, UB Students also participated in a number of college visits and enrichment activities including:

1. College Case Studies Event for Juniors hosted by the NM Davis Scholars at Santa Fe Prep
2. University of Portland Visit at the Hotel Santa Fe
3. Ruth Wilson Gilmore Lannan Event at the Santa Fe Lensic
4. The Nutcracker at the Santa Fe Lensic
5. TRIO Day at Santa Fe Community College
6. Explora + UNM Basketball Game
7. Natural History Museum + Hinkle
8. Denver College Visit with NM Davis Scholars (including four colleges)
9. Northern NM Expo at NNMC
10. Arizona College Bus Trip (including five colleges)
11. Santa Fe Mountain Center Ropes Course (x 2)
12. ENLACE Leadership Day at NNMC
13. Overnight Camping Trip in the Jemez
14. "Rio en Medio" Hike in Chupadero
15. Downtown Santa Fe Tour and Meow Wolf
16. National Hispanic Cultural Center and Cliff's
17. Three Day, Two Night Backpacking Trip to La Vega with the Santa Fe Mountain Center

New Activities:

To supplement existing activities, UB began two new projects this year. The first was the Early College High School program in which a small cohort of Juniors are released early from the high school to take dual credit courses. Some of the original 15 are on track to earn an Associates Degree next year. The second is the UB Senior Seminar at the high school which is a regular high school class for UB students at EVHS.

C. Communication

NNMC UB participated in the statewide NM TRiO day in February bringing a presence and student voice from the program to a statewide audience. Additionally, the program has been working and meeting closely with the EVHS administration, counseling, and student success offices. Through this work, new channels of communication have opened between the high school and the college, although challenges continue. UB has also begun to host more parent and family events including a Junior Family Meeting.

The UB Director has also begun actively participating in the leadership of the NM TRIO Association serving on the Professional Development and Spring Conference Committees, as well as the Chair of the Government Relations Committee.

D. Team Spirit

UB has participated in the planning of several campus activities including the NNM Expo and NNMC NSO. UB also strives to support NNMC through partnerships with the Eagle Café. UB staff also serve on a number of campus-wide committees such as the HLC Interim Report Committee and several search committees.

II. Challenges

A. Enrollment

The program was able to meet its enrollment target for this year. The major challenge was making sure that the candidates were highly screened and fully understood the benefits and responsibilities of program enrollment.

B. Student Success

Turnover and staff shortages have been challenging both in the UB program and at the high school.

C. Communication

The UB staff have recognized that a stronger community presence at both the high school and the college, as well as the community at large would be beneficial to the program. Additionally, the program would like to strengthen communication with various offices and departments at NNMC, so they better understand our grant, its objectives, and the potential benefits and collaborative opportunities.

D. Team Spirit

As stated above, the NNMC UB program would like to become more involved at both the high school and the college.

III. Future Projects

A. Enrollment

The program hopes to enroll about 12 new 9th graders this upcoming year. The particular priority in terms of enrollment is retaining and engaging the existing participants.

B. Student Success

The program will also continue to refine program offerings, especially in regards to foundational academic skills in Math and English, as well as a more comprehensive college planning and prep curriculum for Saturday Academies. The summer 2019 curriculum is TBD.

C. Communication

The UB program is in need of a web page on the NNMC website. The program also hopes to begin using social media (Facebook, Instagram, and Snap Chat) to connect with more students and community members.

This year, the program hopes to begin putting together a newsletter for the community highlighting program activities and student success stories.

D. Team Spirit

No new projects are planned this year. Ongoing projects will continue. There are two staff positions currently filled by temporary and interim hires. Once these positions have been filled with permanent staff, hopefully the individuals in these positions can become more involved at NNMC.