



Strategic Plan for the Academic Division 2012-2017

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Strategic Plan for the Academic Division 2012-2017

Mission and Statement of Core Values

Established in 1909 as The Northern New Mexico Normal School, Northern New Mexico College has evolved into a comprehensive higher learning institution located in a unique, heritage-rich rural environment. Northern's fundamental mission is to provide accessible, affordable, community-based, quality learning opportunities for the educational, economic, and societal needs of our culturally diverse region.

This mission is achieved by providing a high quality undergraduate education that emphasizes comprehensive and relevant knowledge and transferable skills in preparation for professional careers. This education is delivered by a faculty whose members are excellent teachers and mentors for their students while contributing new knowledge in an intellectual ethical and technological learning environment.

Northern recognizes that the success of the College depends upon the achievement of its students, faculty, and staff and strives to implement policies and allocate resources accordingly. As a constitutionally-founded state funded institution, Northern is committed to accomplish its initiatives through competent and effective resource utilization.

Northern meets its mission in a culture that promotes diversity, shared responsibility, and mutual respect. We embrace shared governance and emphasize open communication and transparent decision processes. We have genuine respect for our natural environment and a commitment to principles of sustainability.

Statement of Vision

Northern will be a model 21st century institution of service to both the indigenous and Hispanic communities in New Mexico by combining quality educational and training opportunities using teaching, scholarship, and service to the community.

Northern will achieve this vision by providing excellent value in attracting, educating, and graduating students from its service area, the state and the nation. Northern will be an influential contributor to the state of New Mexico while developing a distinctive identity built on the College's strengths, location, cultures and traditions.

Statement of our Character and Identity

Northern is a unique institution which is reflected in its enrollment composition, rural location, and low-cost, high quality educational opportunities. Northern's small college atmosphere creates a close and caring relationship among its staff, faculty, and students.

The Core Assets that will help us Achieve our Vision

- A dedicated and motivated faculty, staff, students, and administrators.
- A location, culture, and environment that consists of, and attracts, diverse populations
- An internal expertise in providing educational, economic, environmental, healthcare, and cultural leadership through partnerships with regional and state organizations.
- State legislative representation that advocates for, values, and supports higher education.
- A history of providing high-quality instruction at relatively low cost that makes a difference in student lives and helps them to be effective, responsible citizens.

Academic Division Priorities

Priority 1: Create and maintain superior curricula, intellectual environments, policies and programs that will attract, educate, and graduate well-prepared students.

Priority 2: Provide resources and financial incentives to enable all faculty members to perform scholarly, creative and research activities that shape and make major contributions to the education of our students and in their respective fields.

Priority 3: Allocate resources, develop academic support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and student body.

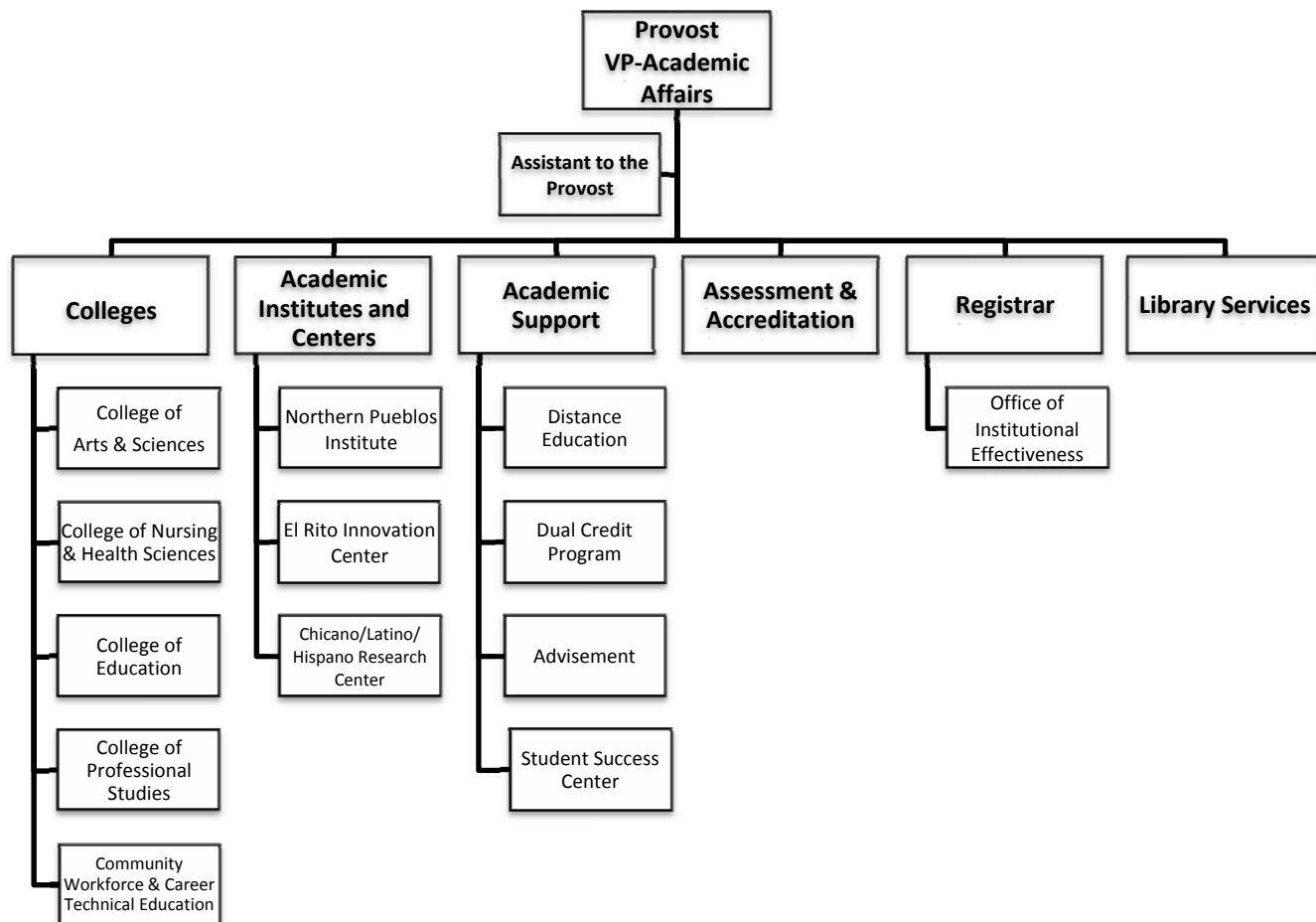
Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and transform the quality of education throughout our region and state.

Priority 5: Advocate for policies and resources that improve and expand opportunities for underrepresented students in all aspects of our service area.

Priority 6: Develop and implement a comprehensive plan to protect and enhance the distinctive historical, geographical, and cultural identity associated with our location in northern New Mexico and that will serve as a national model and research center for others.

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

Academic Division Organization



College of Arts and Sciences Strategic Plan 2012-2017

College of Arts and Sciences Mission Statement

The College of Arts and Sciences represents the core of Northern New Mexico College. The College provides the fundamental knowledge in the arts, sciences, humanities and mathematics. The curricula are designed to introduce students to the basic method of inquiry in diverse disciplines, develop analytic abilities and logical thinking, engage in the scientific method, increase skills in writing and speaking, foster creativity and broaden their perspective regarding humanity and culture. The College of Arts and Sciences is committed to the development of a focused, empowered, independent lifelong learner with a commitment to serving their community

Goals

- Recruit and maintain excellent faculty who are diverse and committed to excellence in teaching, scholarship and service.
- Foster student centered learning that nurtures student's intellectual curiosity, critical thinking and service to the local and global community.
- Develop programs, degrees and curriculum that meet student needs.
- Create a culture of learning and collegiality within the college and across the local and regional communities.
- Students in developmental writing and mathematics will excel in college programs.
- Maintain an infrastructure that supports the many programs within the Arts and Sciences.

Objectives 2012-2017

Goal 1: Recruit and maintain excellent faculty who are diverse and committed to excellence in teaching, scholarship, and service.

Objectives

- Create professional development plan for all Arts and Sciences faculty
 - Each Director and Chair working with their faculty will develop a plan for the faculty to develop in their profession.
 - Task: The Dean from August 20-30, 2012 will meet with each Chair to develop their plan for their development for the academic year.

- Bi-monthly feedback will be given by the Chairs regarding their plan
 - Each Chair and Director will meet with their faculty in the period August 20-September 7 to devise Professional Development Plan.
- Each Director and Chair working with their faculty will develop a plan for trainings associated with their teaching.
 - The Dean, from August 20-30, 2012, will meet with each Chair to develop their plan for their trainings for the academic year.
 - Bi-monthly feedback will be given by the Chairs regarding their plan
 - Each Chair and Director will meet with their faculty in the period August 20-September 7 to devise training plan.
- Add faculty in the following disciplines
 - Fine Arts – 2013-2014
 - Environmental Science – 2013-2014
 - Humanities/Social Science – 2014-2015
- Develop a faculty orientation
- Focus of diversity in faculty and teaching.
- Website development
 - Post faculty news
 - Recognize faculty accomplishments
 - Develop department/program news on website that provide information on activities, grants, research, training opportunities, volunteer opportunities, employment opportunities or others things for students and faculty.

Goal 2: Foster student centered learning that nurtures student’s intellectual curiosity, critical thinking and service to the local and global community.

Objectives

- Develop advisement protocols for each department and program.
- Thirty-five percent of students in the bachelor degree programs will graduate within 6 years.
- Thirty-five percent of students in AA programs will graduate within 3 years.
- Develop communication process between students, faculty and program leaders.
- Departments will develop active learning environments for students.
- Develop Writing Across the Curriculum
 - Develop writing skills by discipline
 - Develop student seminars in Writing Center by discipline
- Partner with two non-profits for service projects for faculty and students.

Goal 3: Develop programs, degrees and curriculum that meet student needs.

Objectives

- Do a needs assessment survey of students regarding new program and degrees, Fall 2012
- Departments develop new programs/degrees based on needs assessment 2013-2014

Goal 4: Create a culture of learning and collegiality within the college and across the local and regional communities.

Objectives

- Department and programs develop partnership with various universities and institutes.
- Continue symposium series focusing on the variety of disciplines within the College of Arts and Sciences.
- Establish articulation agreements with community colleges.
- Create an environment of collegiality and collaboration
 - Each unit (department, program, writing, math specialties) will hold monthly meetings of their faculty.
 - The Dean will attend meetings of the different departments regularly.

Goal 5: Students entering with skills needed to exceed, will excel in college programs.

Objectives

- Development of learning communities
- Create active learning environment for writing and math students.
- Increase pass rates for developmental math and writing students.
- Continue and create workshops, projects and seminars in developmental math and writing.
- Create an online exam to insure prospective BB students have minimal computer skills necessary to succeed in online courses.

Goal 6: Maintain an infrastructure that supports the many programs within the college.

Objectives

- Evaluation and assessment of current needs for equipment, software, labs, and support staff in each department.
- Prioritize the needs for the College Spring 2013
- Needs assessment for space.

College of Arts and Sciences: Department of Humanities and Social Sciences

NNMC Department of Humanities and Social Sciences is a community of scholars that is focused on using the liberal arts and social sciences to deepen and enrich our understanding and appreciation of human being.

Mission

The mission of the Department of Humanities and Social Sciences is both to serve the larger academic community by providing a solid foundation in the humanities and social sciences for all general education students, and to provide a variety of degree programs to enrich student understanding of complex issues in human nature. In order to maximize limited resources, the department focuses primarily on interdisciplinary issues in scholarship and teaching.

Goal 1: Recruit and maintain excellent faculty who are diverse and committed to excellence in teaching, scholarship, and service.

- Create a professional development plan for all faculty in all of the Humanities and Social Sciences, focusing on fostering and encouraging an excellence in scholarship, with minimum standards for scholarship expected of tenure-track faculty;
- Hire an additional tenure-track position in psychology and a second tenure-track position in criminal justice;
- Establish institutional structures--including forming an independent, new department--that will allow the Integrated Studies program in Humanities and Social Sciences to flourish;
- Develop an orientation program for all faculty in the Humanities and Social Sciences, focusing on minimum standards in scholarship expected of all faculty.

Goal 2: Foster student centered learning that nurtures student's intellectual curiosity, critical thinking and service to the local and global community.

- Encourage scholarship and professional development related to effective teaching, especially as it relates to a four-course sequence known as Dialogue courses;
- Continue Spring and Fall Symposium series;
- Develop a more rigorous system of advising, especially for students in four-year degrees.

Goal 3: Develop programs, degrees and curriculum that meet student needs.

- Continue to develop and improve the B.A. in Integrated Studies in the Humanities and Social Sciences, working to implement best practices from other like-minded programs around the country;
- Establish a new degree program in Criminal Justice or related field.

Goal 4: Create a culture of learning and collegiality within the college and across the local and regional communities.

- Develop partnerships with other universities, including UNM and New Mexico State that will ease the process of NNMC students who wish to pursue graduate degrees;
- Establish monthly departmental meetings.

Goal 5: Redefine and excel in creating student readiness for NNMC

- Develop more flexible pathways for graduation in the Integrated Studies degree;
- Establish a rigorous system of advising based on best practices and results from other departments at the college;
- Establish more reliable data on IS majors in order to understand their needs and the obstacles students face on the way to graduation.

Goal 6: Maintain an infrastructure that supports the many programs within the college.

- Assess classroom scheduling to utilize time and space more effectively.

College of Arts and Sciences: Chicana/o Studies Program & Chicano/Latino/Hispano Research Center

Mission:

Cuando reclamamos y estudiamos nuestra querencia, afirmamos nuestro futuro. The mission of the Chicano Studies Program at NNMC is to create a high quality teaching, research, and service program centering the knowledge and contributions of the historical, cultural, political, artistic, theoretical, and contemporary experiences of Chicanas/os.

Vision: By 2017, The Chicana/o Studies Program at NNMC envisions a nationally recognized Chicana/o Studies Program that concentrates on the traditional sustainability models of Nuevomexicanos and the material experiences of rural Chicanas/os. The program will serve local, national, and international students by preparing them to issues that concern diversity, equity, and social justice in a constantly evolving world through the lens of critical regionalism. The vision includes the following values:

- To prepare culturally responsive and competent students with skills to work in multicultural and global/local contexts
- Intersectional pedagogy that frames curriculum in traditional sustainability and geographic region amongst and through the multiple identities of race, ethnicity, gender, sexuality, able-ism, age, class, language, etc.

- Engagement with the changing demographics in American society to articulate public policy issues such as human rights, immigration, equitable access to education and health care, and diverse representations in the arts and humanities
- Emphasis on praxis oriented pedagogy in service of community-identified needs
- Importance of providing culturally relevant curriculum to empower students to be the thinkers and leaders in their communities
- Creating opportunities for undergraduate and graduate research and community action projects at Northern New Mexico College

Organization Guideline

The academic program in Chicana/o Studies will be physically housed in the Chicano/Latino/Hispano Studies Research Center but academically associated with the Department of the Humanities and Social Science. The academic director of Chicana/o Studies will develop curriculum, hire/coordinate faculty for the new Chicana/o Studies minor, and work in coordination with the Chair of the Humanities to schedule classes and work with students. The relationship to the Humanities needs to be further discussed with department members and the Office of the Provost as to decide what the specific relationship between the stakeholders will be.

Goals and Objectives

Goal 1: Establish an advisory board that includes members from NNMC community, field of Chicana/o Studies, students and regional community

In order to accomplish Goal 1, the following objectives are established:

- Objective 1.1. Identify a list of members who demonstrate a cross-section of interests and concerns in Chicana/o Studies
- Objective 1.2. Invite members to participate in year-long committee to establish the minor in Chicana/o Studies
- Objective 1.3. Create opportunities for Advisory Board to continue to gain knowledge in contemporary Chicana/o Studies

Goal 2: Design and implement a Chicana/o Studies minor and associate's degree with emphasis on traditional sustainability and critical region

In order to accomplish Goal 2, the following objectives are established:

- Objective 2.1. Work with Advisory Board to establish and support the Chicana/o Studies minor curriculum
- Objective 2.2. Introduce the interconnected concepts of Chicana/o Studies, Traditional Sustainability, and Critical Region to the NNMC campus
- Objective 2.3. Create culturally relevant assessment practices in the program that are in alignment with structure and theory of the program
- Objective 2.4. Work with Registrar and College to approve timeline for implementation

- Objective 2.5. Submit the minor to Faculty Senate committees for approval and implementation

Goal 3: Create an infrastructure of affiliated NNMChicana/o Studies faculty to teach in the program with the additional establishment of a regional Chicana/o Studies faculty consortium

In order to accomplish Goal 3, the following objectives are established:

- Objective 3.1. Identify affiliated faculty at NNMChicana/o Studies Program; invite to participate in Chicana/o Studies Program
- Objective 3.2. Create Chicana/o Studies Program and meet with affiliated faculty to plan for minor, discuss research support for affiliated faculty
- Objective 3.3. Plan and invite regional faculty to a Chicana/o Studies Regional Consortium at NNMChicana/o Studies Program (See Appendix A.)

Goal 4: Recruit, advise and retain declared Chicana/o Studies minors

In order to accomplish Goal 4, the following objectives are established:

- Objective 4.1. Create a website and other publications to market the program and faculty
- Objective 4.2. Student information campaign about minors, generally, but Chicana/o Studies minor specifically
- Objective 4.3. Host Chicana/o Studies events on-campus and create opportunities to participate in Chicana/o Studies events off-campus
- Objective 4.4. Work with NNMChicana/o Studies Outreach (e.g. Dual Credit Office) to get students interested in Chicana/o Studies since high school or earlier
- Objective 4.5. Provide a richer campus life experience for students with internship programs and workshops

Goal 5: Establish a Chicano/Latino/Hispano Studies Research Center on campus that focuses on curriculum development, research, and community outreach

- Objective 5.1. Secure an office suite for the establishment of the Chicano/Latino/Hispano Research Center
- Objective 5.2. Host series of open houses/discussion groups to generate interest in the program (see Appendix A)
- Objective 5.3. Work with Advisory Board to identify community needs and research agendas
- Objective 5.4. Create opportunities for graduate research and teaching opportunities for M.A. and Ph.D. students from other institutions

Goal 6: Identify and secure funding for ChLHSR Center.

In order to accomplish Goal 6, the following objectives are established:

- Objective 6.1. Pursue grants in to fund research and teaching in Chicana/o Studies.

- Objective 6.2. Work with Dept. of Finance to create a fiscal plan for maintaining a research center with undergraduate and graduate initiatives.
- Objective 6.3. Work with Foundation Office to manage a capital campaign for the Chicano/Latino/Hispano Research Center.

Periodic monitoring of the plan - A grant from the National Endowment for the Humanities has been applied for and if NNMC is awarded the grant, parts of this strategic plan will be revisited at the end of the academic year 2012-2013.

College of Arts and Sciences: Art Department

Mission

The mission of the Art Department is to provide the community with enrichment and educational opportunities in the Arts, including fine arts, heritage arts, dance, music, theater, film and media arts. The curriculum of the Fine Arts Department is designed to foster personal creativity and inquiry in the arts and encourage a commitment to serving the community.

Vision

NNMC Art Department will be a community focused learning center for enrichment in the Arts and a leader in fine arts education in the areas of heritage arts, fine arts, dance, music, theater, and film and media arts.

Goals and Objectives 2012-2017

Goal 1: Recruit and maintain excellent faculty who are diverse and committed to excellence in teaching, scholarship, and service.

- Hire a Director of Music to oversee the newly revised Bachelor of Music Program.
- Present a Faculty Showcase each year to highlight faculty achievements in music, fine arts, heritage arts, dance, theater, film and media arts.

Goal 2: Foster student centered learning that nurtures student's intellectual curiosity, critical thinking and service to the local and global community.

- Implement the applied lesson program in music. Faculty member will mentor students and act as the early alert for student problems.
- Increase art shows featuring different media to educate students on the processes.
- Increase film screening opportunities in Santa Fe for FDMA students.

Goal 3: Develop programs, degrees and curriculum that meet student needs.

- Reactivate our advisory committee and use survey data to develop a BA in studio arts that includes concentrations in film/digital media as well as studio arts.
- Complete a recruiting video for film/digital media.
- Implement pre/post-test to monitor progress of music students.
- Create more professional performance opportunities for music students.
- Research grants to support a nationally recognized Heritage Arts program at NNMC.

Goal 4: Create a culture of learning and collegiality within the college and across the local and regional communities.

- Invite local high school students to student art shows and concerts.
- Coordinate with Ghost Ranch and Espanola Valley Arts Festival on exhibiting student work and participating in the setup of art shows and festivals.
- Create more professional opportunities for studio art students to show their work.

Goal 5: Redefine and excel in creating student readiness for NNMC

- Participate in Friday Academy by alternating various fine arts programs.
- Work with Espanola High School film festival students.
- Develop a more active advisement system to assist students in the arts programs.

Goal 6: Maintain an infrastructure that supports the many programs within the college.

- Provide support by securing funding for a FT administrative assistant for the department.
- Provide support by securing funding for a FT lab assistant for the department.
- Assess classroom scheduling and reorganize to utilize space more effectively.

College of Arts and Sciences: Language and Letters

Goals

Goal 1: Recruit and maintain excellent faculty who are diverse and committed to excellence in teaching, scholarship, and service.

Objectives:

- Develop resource center in Writing Lab to support adjunct and full-time faculty (2013-2014).s

- Develop faculty orientation for adjunct faculty and full-time faculty (2013-2014).
- Create a workshop/retreat for writing faculty (2014-2015).

Goal 2: Foster student centered learning that nurtures student's intellectual curiosity, critical thinking and service to the local and global community.

Objectives:

- Support Writing Across the Curriculum and through collaborative workshops and trainings (2013-2014).
- Develop student seminars through the Writing Center on writing skills and writing for specific disciplines (2013-2014).
- Develop a student literary journal (2014-2015).
- Develop and support linked courses and learning communities for writing and public speaking courses (2013-2014).

Goal 3: Develop programs, degrees and curriculum that meet student needs.

Objectives

- Develop minor degrees in literature, creative writing, etc. (2012-2013).
- Develop curriculum for writing courses in the composition sequence (2012-2014).

Goal 4: Create a culture of learning and collegiality within the college and across the local and regional communities.

Objectives

- Continue the symposium series and increase student involvement (2012-2013).
- Create a Writing Task Force committee and hold monthly meetings (2012-2013).
- Create a language arts fair where Northern students and faculty collaborate with high school faculty and students (2014-2015).

Goal 5: Students entering with skills needed to exceed, will excel in college programs.

Objectives:

- Develop a lab component for writing courses to provide more individualized instruction and support faculty and students (2013-2014).
- Increase pass rates for developmental writing students (2013-2014).
- Implement requirements for reading courses based on placement scores (2013-2014).

Goal 6: Maintain an infrastructure that supports the many programs within the college.

Objectives

- Develop a Writing Lab (space, computers, software, books) to provide resources for faculty and students in composition courses (2014-2015)

College of Arts and Sciences: Biology, Chemistry & Environmental Science Department

Mission. The mission of the Biology, Chemistry and Environmental Science Department at NNMC is to provide a progressive and balanced learning experiences to prepare students for placement in advanced degree programs, applied technical and research-oriented careers, and allied life sciences health-related programs. Our department is committed to student education in fundamental concepts, laboratory and field techniques, research principles and practices that are aligned with marketable skills and the pursuit of life-long scholarship to meet the needs of our culturally rich and diverse student population.

Goals

- Recruit and retain high quality faculty with diverse academic expertise and training and with demonstrated commitment to excellence in teaching, scholarship, and service.
- Foster student-centered learning that translates intellectual curiosity into scientific critical thinking skills.
- Develop relevant and competitive programs, degrees and curriculum that meet student needs in the workforce and in the pursuit of advanced or professional degrees.
- Create a culture of professionalism, integrity, collegiality and service within the department and college and across the local and regional communities.
- Maintain and support an effective program for students in preparatory or pre-college programs to succeed in the department
- Maintain a supportive and effective infrastructure that supports the faculty and students in the department.
- Actively participate in K-12 outreach activities with a goal to interest young students in the sciences.

Goal 1: Recruit and retain high quality faculty with diverse academic expertise and training and with demonstrated commitment to excellence in teaching, scholarship, and service.

Objectives

- Create and support a professional development plan for departmental faculty
 - The department Chair will work with faculty to develop, implement and monitor a plan for professional development.
 - The department Chair will work with faculty to develop, implement and monitor a plan for training associated with teaching effectiveness.
 - The department Chair will work with interested faculty to optimize opportunities and success in securing research funding.
- Add faculty in the following disciplines:

- Chemistry 2014-2016
- Environmental Science – 2013-2014
- Develop an effective faculty orientation program.
- Develop an effective faculty evaluation procedure that includes elements of supervisor, peer and student evaluation input.

Goal 2: Foster student-centered learning that translates intellectual curiosity into scientific critical thinking skills

Objectives

- Develop, implement and monitor advisement protocols for each department and program that ensure one-on-one advisement of each student.
- Develop an inclusive and comprehensive process for departmental evaluation and implementation of novel and/or effective approaches for establishing active learning environments for students.
 - Consolidate/ coordinate diverse learning programs that encourage and support all interested faculty participation.
 - Develop and support learning and research programs that maximize student impact and faculty participation.
- Develop and track the success of programs designed to improve scientific and technical writing skills across all science curriculums
 - Linked science/ writing courses
 - Course syllabi

Goal 3: Develop relevant and competitive programs, degrees and curriculum that meet student needs in the workforce and in the pursuit of advanced or professional degrees.

Objectives

- Conduct a systematic analysis of the course offerings each semester to ensure the timely progress of students through their degree programs
 - Meet a graduation goal of thirty-five percent graduation rate within 6 years for students enrolled in Bachelor of Science degree programs.
 - Meet a graduation goal of thirty-five percent graduation rate within 3 years for students enrolled in Associate of Science degree programs
 - Maximize student choices for coursework by identifying all courses that can be cross listed across disciplines.
 - Develop and maintain an up to date course curriculum map
- Conduct a systematic analysis of the alignment between departmental degree programs and employment opportunities (regional and national).
- Conduct a systematic analysis of the programs at regional institutions to determine:
 - if our department is offering degree programs that are founded on the strengths of our department

- Our ability to compete or complement (programmatically) with regional institutions
- Our ability to meet the needs of our students (are they succeeding/ articulating into subsequent programs and careers?)

Goal 4: Create a culture of professionalism, integrity, collegiality and service within the department and college and across the local and regional communities.

Objectives

- Foster and set the expectation for a culture of inclusiveness and participation in regular well-organized departmental meetings whose proceedings are clearly communicated to the Dean.
- Develop and support a seminar series for science faculty to present research or topics of interest.
- Establish and maintain a scientific advisory board to provide input for departmental programs.
- Establish professional relationships with regional organizations/ institutions that will cultivate employment and networking opportunities for our students.
- Partner with local and community non-profits or charities to sponsor/ participate in community service.

Goal 5: Maintain and support an effective program for students in preparatory or pre-college programs to succeed in the department

Objectives

- Evaluate/ consolidate/ coordinate recruitment and tracking of students enrolled in learning communities.
- Develop and implement programs for monitoring preparedness, progress and effectiveness in improving pass rates for developmental math and writing students, and students participating in on-line courses.
- Support and track the effectiveness of outreach and recruitment programs targeting pre-college students
 - Dual credit programs
 - Friday Academy programs
 - Learning community summer workshops

Goal 6: Maintain a supportive and effective infrastructure that supports the faculty and students in the department.

Objectives

- Conduct an inclusive evaluation and assessment of current needs for equipment including software, lab supplies/ instrumentation, and support staff in each department that is based on input from all faculty and directly impacted staff.
 - Develop a transparent, clear, and equitable procedure for purchasing

- Prioritize the needs for equipment and align with a budgetary plan (even if the specific budget numbers are not known).
 - Develop a budget line item procedure for supporting undergraduate laboratory-based courses including URE and Capstone projects.

Goal 7: Actively participate in K-12 outreach activities with a goal to interest young students in the sciences.

- Have Biology/Chemistry/Environmental Science faculty develop curricula for, and participate in, the middle-school “Friday Academy” project.
- Make presentation and recruitment visits to local schools with an aim to introduce and interest students in the sciences.
- Develop new proposals for funding both academic year and summer experiential programs for K-12 students.
- Make available the College’s laboratory resources to middle-school and high school students and collaborate with their teachers on science fair projects.
- Solicit funding to recruit and involve high-school juniors and seniors in undergraduate research experiences.

Objectives

- Conduct an inclusive evaluation and assessment of current needs for equipment including software, lab supplies/ instrumentation, and support staff in each department that is based on input from all faculty and directly impacted staff.
 Develop a transparent, clear, and equitable procedure for purchasing

College of Arts and Sciences: Mathematics Department

Mission: The mission of the Mathematics program at Northern New Mexico College is to provide students with courses in applied mathematics beyond Calculus. Students who graduate from the program will be grounded in Differential Equations, Partial Differential Equations, Linear Algebra, Vector Analysis, Probability and Statistics, Complex Variables, Numerical Computing and Mathematical Methods in Science and Engineering. Students will be prepared for mathematics careers in computational mathematics, actuaries, software design, operation design, mathematics education.

Vision: The NNMC Mathematics Department is committed to sustaining a relevant and quality mathematics program that is respected by employers and graduate schools.

Goals

Goal 1: Maintain excellent faculty who are committed to students by providing students with quality instruction, advisement and support.

Goal 2: Provide research opportunities to students.

- Continue to offer mentored research through the Alliance for Minority Participation grant.
- Pursue grant funding to offer other research opportunities to mathematics students.

Goal 3: Recruit students for mathematics degree.

- Provide luncheons to students to provide information about the AS and BS degrees and mathematical careers.
- Advertise the mathematics program at career fairs and other recruiting events.
- Investigate local job or internship opportunities for mathematics majors.

Goal 4: Continue to use assessment to improve curriculum and instruction.

- Final exams will be used to assess concepts that students have difficulty with and improve instructional techniques in those identified areas.

Goal 5: Offer Professional Developmental opportunities to faculty.

- Allow faculty to attend and/or present at a professional conference.
- Encourage faculty to present their research at NNMC seminars.

Goal 6: Improve classroom instruction through the use of computational software.

- Integrate MATLAB in the course curriculum and instruction of Differential Equations, Linear Algebra and Numerical Analysis.
- Integrate software in the course curriculum and instruction of statistics courses.

Goal 7: Improve the retention and success of students in mathematics courses.

- Coordinate tutoring sessions for students at the Student Success Center and the MathLab.
- Encourage the development of structured study groups at the Student Success Center, the MathLab and at other venues on the campus.

College of Arts and Sciences: First Year Experience & Summer Bridge Program

Annual Objectives

- **Improve Retention** of students matriculating through Developmental Studies coursework from PD108N through Math 150 (College Algebra) and from English 106N through English 111 (Freshman Composition I);
- Increase current Freshman-level and Developmental Studies course **completion rates**;
- Reduce the number of semester/**billable hours** required for Developmental Studies Math and English courses;
- Introduce and implement comprehensive interdisciplinary teaching and learning opportunities for both faculty and students through **Linked Course Learning Communities**;

- Implement **advisement and Early Alert** systems specific to first year and Developmental Studies students;
- Expected Outcomes – 2 – 5 years
- Provide a wide range of support and special academic opportunities to early-year students through Linked Courses, FYE courses, Student Learning Communities, peer mentoring, counseling services, comprehensive advisement and special project opportunities;
- Assist students' transition to the college and their development as independent learners and critical thinkers;
- Enhance student ⇄ campus life ⇄ faculty ⇄ student interaction;
- Encourage interdisciplinary connections to foster deep learning for students;
- Establish partnerships within the college community that promote a supportive academic learning environment;
- Challenge students intellectually in a structured, supportive environment;
- Nurture students' sense of self-awareness and camaraderie among peers;
- Increase academic success and improve rates of completion in coursework.

**Department of Business
Strategic Planning
2012 - 2017**

Mission

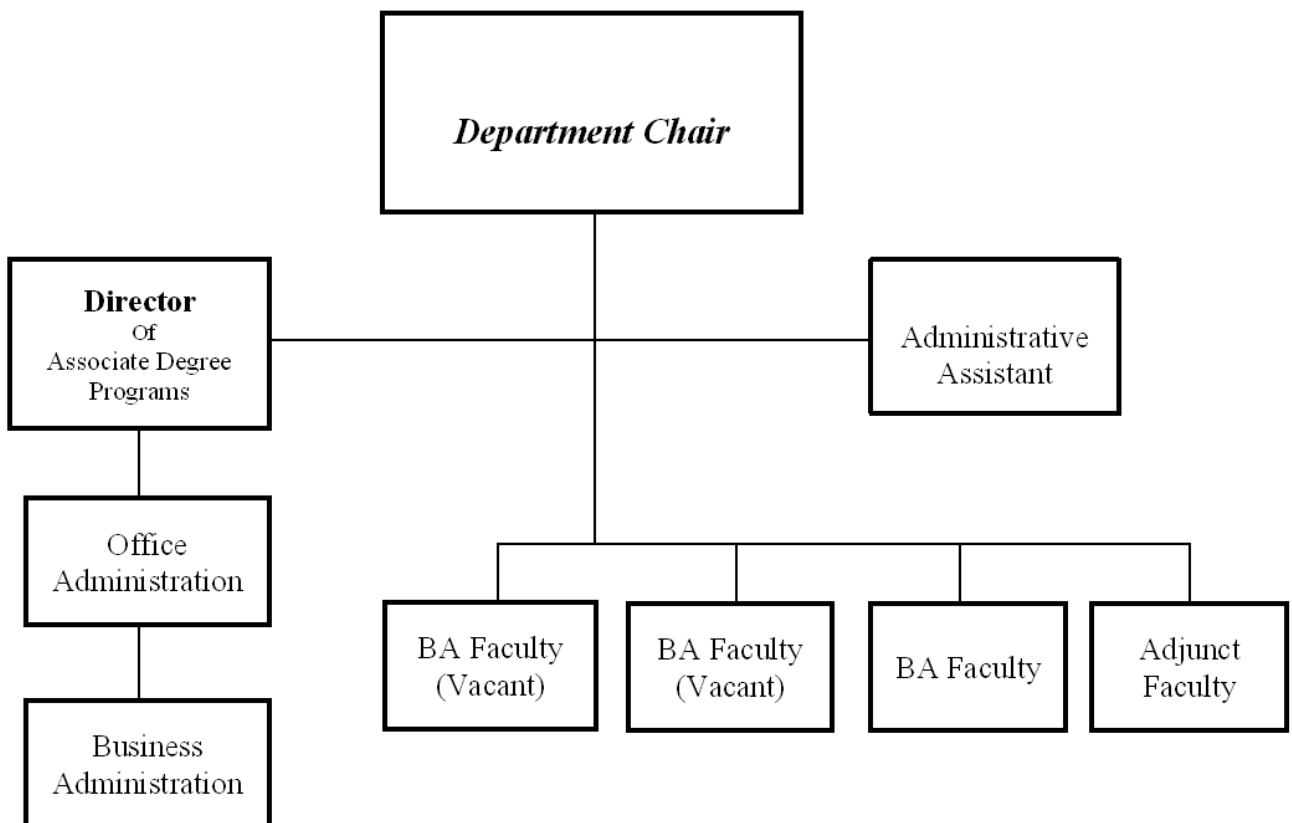
To deliver a contemporary, integrated undergraduate business curriculum emphasizing teaching and excellence in a student-centered environment, and that meets the educational, employment, and enrichment needs of our culturally diverse region. To continue to meet the standards required by our accrediting body ACBSP (Association of Collegiate Business Schools and Programs).

Vision

To support the mission of Northern New Mexico College by providing high quality associates and bachelor's degrees in the business disciplines to a diverse student population that will excel and expand in quality education while maintaining the community college mission.

Organization Guideline

The current organizational chart for the Department of Business is the following:



Strategic Goals

- Goal 1: Obtain Accreditation
- Goal 2: Recruitment Development
- Goal 3: Advisement Plan
- Goal 4: Curriculum Development
- Goal 5: Technology Resources
- Goal 6: Increase Library Holdings

Objectives

In order to accomplish Goal 1, the following objectives are established:

- Objective 1.1. Provide release time for selected faculty members to work full-time on the accreditation requirements and self-study.
- Objective 1.2. Work closely with an ACBSP mentor.

In order to accomplish Goal 2, the following objectives are established:

- Objective 2.1. Develop recruitment materials.
- Objective 2.2. Host a high school instructor/advisor luncheon.
- Objective 2.3. Create a focused high school recruitment program.
- Objective 2.4. Schedule recruitment visits to the local high schools.
- Objective 2.5. Have recruitment increase enrollment by 10%.

In order to accomplish Goal 3, the following objectives are established:

- Objective 3.1 Create a cohesive advisement plan to service student's needs in the Business Department year round.
- Objective 3.2. Create a degree plan file for each student enrolled in the Business Department.
 - Objective 3.2. Provide 10 month contracts for full-time faculty to provide advisement during the summer months.
 - Objective 3.3. Encourage students to obtain their associate degrees in business as a stepping stone towards their bachelor's degree in business.
 - Objective 3.4. Develop a strategic scheduling plan of office hours within the Business Department for full day coverage.

In order to accomplish Goal 4, the following objectives are established:

- Objective 4.1. Develop a full on-line associate degree program.
- Objective 4.2. Develop minors in accounting, finance, marketing, and project management.
- Objective 4.3. Develop graduate degrees in business after obtaining accreditation for the BA degrees or develop a partnership with another institution to offer graduate degrees.

In order to accomplish Goal 5, the following objectives are established:

- Objective 5.1. Replace computers in labs to provide relevant training in business computer applications. Every 3 years.
- Objective 5.2. Upgrade software as needed to meet industry standards and provide assessment tools for course/program exit exams such as MOS, National Business exam, and PMI certification. As needed.

In order to accomplish Goal 6, the following objectives are established:

- Objective 6.1. Increase library holdings to meet accreditation standards.
- Objective 6.2. Locate adequate library funding to increase and maintain needed databases, journal subscriptions, and textbooks.

Tasks

The following tasks will be performed in order to achieve the respective objectives and goals:

- Task 1.1.1. Beginning in Fall 2012, the Department will provide release time for the Chair and the Director of the department to work on the ACBSP accreditation.
- Task 1.1.2. Beginning in Fall 2012, the Department will work closely with our mentor Dr. Satinder Dhiman to complete the BA degree accreditation process during the 2012 – 2013 school year.

- Task 2.1.1. Beginning in Fall 2012, the Department will develop recruitment materials such as brochures, videos, and folders that will be distributed to future students.
- Task 2.1.2. Beginning in Fall 2012, the Departments web-site will be updated.
- Task 2.2.1. Beginning in early Spring 2013, the Department will host a luncheon for local high school teachers who teach business courses to increase awareness of business degrees offered at Northern NM College and to communicate with these professional about needs in the field.
- Task 2.2.2. Beginning in Fall 2012, the Department will initiate conversations with local high school teachers about upcoming events in the business department related to juniors and seniors.
- Task 2.3.1. Beginning early in Fall 2012, one full-time faculty member will develop a high school recruitment program that all full-time faculty members will follow.
- Task 2.4.1. Beginning in Fall 2012, all full-time faculty of the Department will participate in at least one high school recruitment opportunity each school year.
- Task 2.4.2. Beginning in Fall 2012, each full-time faculty will be responsible for scheduling a recruitment visit to a local high school during the school year.

- Task 2.5.1. Beginning in Fall 2012, the Department will develop recruiting materials, host a luncheon for high school business teachers, develop and present recruitment materials to local high school students. This and other recruitment activities will increase recruitment by 10% per year.
- Task 3.1.1. Beginning in Fall 2012, the Department will create a degree file for all students enrolled in the Business Department. Each file will include contact information, their students identification number, transcripts, a degree plan, and an advisor documentation sheet.
- Task 3.1.2. Beginning in Fall 2012, the Department will assign an advisor to each student enrolled in the Business Department.
- Task 3.2.2. Beginning in early Fall 2012, the Department will meet to train/review advisement procedures.
- Task 3.3.1. Beginning in Summer 2012, the Department will advise students to complete most of their 100 and 200 courses before taking the upper level courses.
- Task 3.3.2. Beginning in Summer 2012, the Department will encourage students to complete their associate degree before obtaining their bachelor's degree in business.
- Task 3.4.1. Beginning in Fall 2012, the Department will hold office hours between the hours of 8:30am and 5:30pm.
- Task 4.1.1. Beginning in Spring 2013, the Director will research developing a full on-line associate degree program.
- Task 4.1.2. Beginning in Spring 2014, the associate degree program on-line will be ready for delivery.
- Task 4.2.1. Beginning in Fall 2012, the Department will discuss the development of minors in accounting, finance, marketing and project management during their monthly meetings.
- Task 4.2.2. Beginning in Fall 2013, minors will be ready for delivery.
- Task 4.3.1. Beginning in Spring 2014, the Department will research developing a graduate degree program or developing a partnership with another institution to offer graduate degrees in business.
- Task 4.3.2. Beginning in Fall 2014, the Department will offer at least one graduate program.
- Task 4.3.3. Beginning in Spring 2017, the Department will begin a self-study for ACBSP accreditation of graduate programs.
- Task 5.1.1. Beginning in Fall 2013, the Department will write a grant which will be used for purchasing computers and software.
- Task 5.1.2. Beginning in Fall 2013, the Department will begin replacing computers in the lab to provide relevant training in business computer applications. The process of replacing computers will take place every 3 years.

- Task 5.2.1. Beginning in Fall 2013, the Department will begin upgrading software in the lab as needed for assessment tools and to meet industry standards.
- Task 6.1.1. Beginning in Spring 2013, the Department will increase library holdings in the business area. The holdings will be in the area of on-line full text databases, journal subscriptions and textbooks.
- Task 6.2.1. Beginning in Fall 2012, the Department will locate adequate funding needed to increase the library holdings.

Periodic monitoring of the plan

This strategic plan will be revisited at the end of the academic year 2017-2018. The current plan will be evaluated at monthly department meetings to show progress in assigned tasks and their impact towards goals and objectives. Changes will be implemented as needed during the course of the school year.

College of Education Strategic Plan 2012-2017

Mission

The College of Education is committed to prepare the highest quality entry level teachers for northern New Mexico and beyond in partnership with northern New Mexico school districts and communities. In keeping with our vision to prepare teachers of **high quality** for service in multicultural and multilingual settings, the College of Education strives to provide experiences that incorporate theoretical foundations and practical application, that encourage students to think creatively and critically, that integrate reflection as a means to improve teaching and learning, that promote performance-based demonstration of knowledge, and that advance participation in decision-making as citizens of a pluralistic society by **promoting equity and access to all students.**

Vision

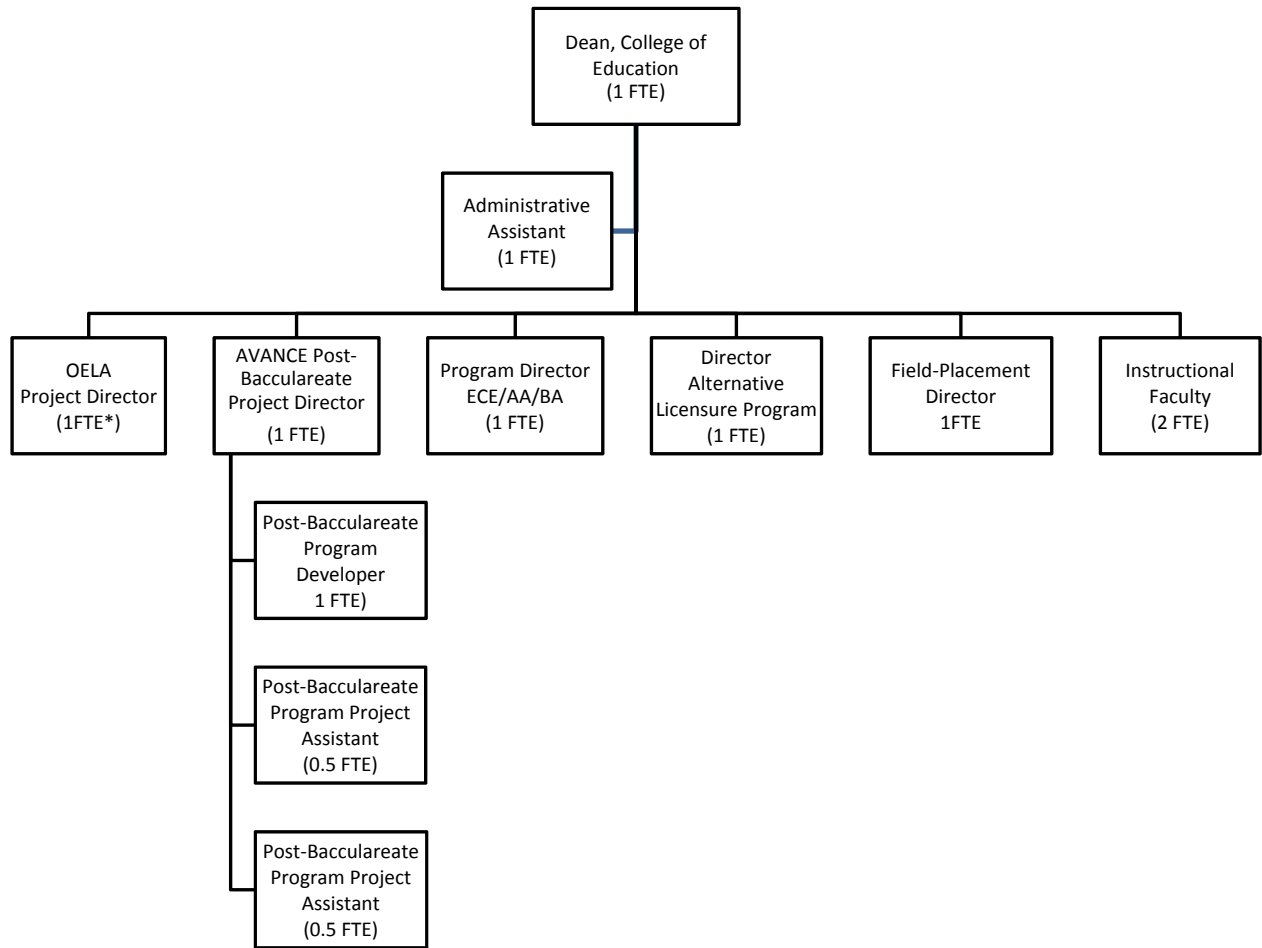
The College of Education at embraces the College vision and extends the vision to include the preparation of high quality teachers so that the children of northern New Mexico will receive the highest quality education that will support them as they grow to become competent, caring, and contributing members of society. The College of Education is committed to professional teacher preparation through programs that encourage the recruitment and support of teacher candidates regardless of race, gender, class, age or disability. Our vision is reflected in our conceptual framework graphic by the statement, "Celebrating the uniqueness of northern New Mexico's multicultural (Anglo/Indo/Hispanic), multilingual students and communities." In the celebration of the strengths of this region we commit ourselves to the work that will make available to children the highest quality education.

Organizational Structure of the College of Education

The College of Education is currently under a management system that is driven by budgetary concerns and that has changed little since the inception of the program in 2004-5. Any considerations for goal setting and visionary program development rest on the ability of the COE to increase the number of full time faculty, academic directorships involved in program development, and a professional support staff person who is able to oversee the NCATE accreditation process.

The current staffing pattern reflects a college that has very little back up personnel. All directors oversee their respective areas, leaving little time for new program development, new partnerships, and intense recruiting. The effectiveness of the BA, AA, ALP, and Post-**Baccalaureate** program development would be much enhanced with an institutionalization of the directorships in these positions.

Organizational Structure of the College of Education



Goals and Objectives:

Goal 1: The COE will maintain a culture of professionalism, excellence, and rigor in the provision of advisement, education classes, pre-service placement, and program development that lead to degrees and certifications for teachers.

In order to accomplish Goal 1, the COE will:

- 1.1 Continue to attract and retain highly qualified faculty;
- 1.2 Continuously improve the course curricula and course offerings;
- 1.3 Develop an Intensive Advisement program for all entering freshmen who express a desire to pursue a teaching degree
- 1.4 Engage the staff and faculty in professional development including training in new technologies;

- 1.5 Increase the visibility of COE faculty through conference presentations and service in local, state, and national educational organizations
- 1.6 Continue to develop strategic alliances with academic institutions such as NMSU, NMHU, and UNM as well as key players in the field of Education.

Goal 2: By 2017, the COE will increase by 60 % (15% each year) the number of students in the various certificate, endorsement, and degree programs and retain them.

In order to accomplish Goal 2, the COE will:

- 2.1 Develop a comprehensive, multi-year student recruitment plan;
- 2.2 Partner with the NNMC student recruitment and outreach programs to develop
 - marketing materials (radio spots, newspaper ads, billboards) and improve the
 - COE website
- 2.3 Recruit a Native American cadre of students by providing each pueblo in our
 - region with information on COE programs. Also we will request permission to
 - speak to each council to invite their participation and visit Santa Fe Indian School
 - Juniors and Seniors;
- 2.4 Maintain data to determine retention, early recruitment and completion rates
 - for advisees. Make advisement part of the Education Faculty Retreat in 2012;
- 2.5 Establish Future Educators of American Clubs in area high schools;
- 2.6 Develop a scholarship fund for fulltime student teaching and testing fees for
 - students in all programs.

Goal 3: The NNMC Child Development Center (CDC) will become a lab school for the College of Education and the ECE teachers in training.

In order to accomplish Goal 3, the COE will:

- 3.1 Request from Provost a realignment of projects;
- 3.2 Find money to pay a professional stipend to a faculty member of the COE to
 - oversee the project;
- 3.3 Change ECE curriculum in the COE to align with NM state requirements;

- 3.4 Approach Provost and Student Support with a proposal to move the CDC under
 - the COE by summer 2013
- 3.5 Hire full time ECE faculty/director of CDC;

Goal 4: By 2017, the College of Education at Northern New Mexico College will build on the current NM accreditation which is valid through 2015 by becoming a nationally recognized NCATE accredited Teacher Preparation Program.

In order to accomplish Goal 4, the COE will:

- 3.1 Have all COE faculty members trained on the national NCATE accreditation criteria;
- 3.2 Secure funding to hire a data specialist, pay a faculty member to oversee the NCATE process, and purchase data storage cabinets;
- 3.3 Develop an NCATE timeline of benchmarks and responsibilities.
- 3.4 Hire two more fulltime faculty in to meet NCATE requirements.

Goal 5: By 2014 – 2015 the COE will further serve the region’s teachers and the community by offering additional post baccalaureate opportunities and becoming a premier Professional Development Center.

In order to accomplish Goal 5, the COE will:

- 4.1 Engage in formal discussions and consortium agreements with other NM colleges and universities and the Higher Education Department;
- 4.2 Prepare bilingual/TESOL and reading endorsement programs for presentation and update to PPSC through the OPRO in 2012 - 2013;
- 4.3 Work with area superintendents and principals to vigorously recruit teachers from the K-12 school districts to participate in the endorsement and post-baccalaureate programs;
- 4.4 Develop professional development workshops and for-credit classes that will assist teachers and principals in Albuquerque, Santa Fe, and the Española area in becoming more highly qualified in common core standards and cultural competency.

Goal 6: By 2013- 2014 the COE will increase departmental funding to move more of our faculty, including Title V faculty, to the institutional budget and work toward a pay matrix that is comparable to other IHEs.

In order to accomplish Goal 6, the COE will:

- 5.1 Work with the Grants Office to secure grants and contracts;
- 5.2 Create a plan with the college administration including legislative support to increase funding for the COE;
- 5.3 Enter into fee-for-service contracts with the public school districts for professional development services.

Department of Engineering Strategic Planning 2012-2017

Mission

The mission of the Department of Engineering at Northern New Mexico College is to provide education of the highest quality to students in its various associates, bachelors and post-baccalaureate Engineering, Information Technology and Solar Energy Degrees. In addition, we prepare students to consider pursuit of a career or an advanced degree by providing outreach and professional services at current academic and industrial standards.

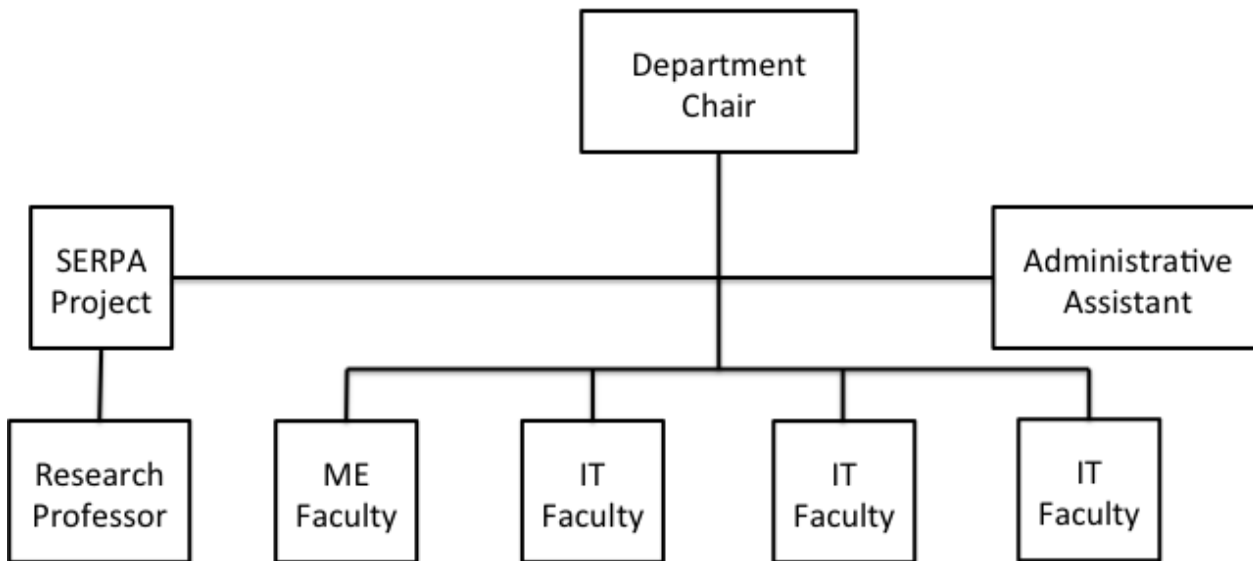
Vision

By 2017, the Department of Engineering at Northern New Mexico College will provide regionally recognized and ABET accredited bachelor of engineering programs. To achieve this mission the department will:

- Develop Strategic alliances with academic institutions as well as key players in the industry.
- Graduate students that are competent in applying technical and critical thinking skills to solve real world problems.
- Have a course completion rate of at least ninety percent.
- Establish a six-year graduation rate above fifty percent for bachelor degrees
- Establish a three-year graduation rate above fifty percent for associate degrees.

Organization Guideline

The current organizational chart for the Department of Engineering is the following



The leadership in the Department of Engineering begins with the department Chair. Expansion of the initiatives in the Information Technology field and the future expansion of the SERPA

project will require the promotion of two faculty members to a directorship position: one each for Information Technology and the SERPA initiative. The effectiveness of these two areas would be much enhanced with an institutionalization of directorships in these positions. For accreditation purposes and in order to support our curricular offering, it will be useful to increase by at least one faculty member (desirable for two positions) in the Mechanical Engineering/Solar Energy field. The department would also be beneficially impacted with addition of department assistants for tutoring services and laboratory technical support.

Goals

- Goal 1: Accomplish and maintain a culture of excellence in teaching, advisement and undergraduate-research to improve the student academic experience.
- Goal 2: Accomplish ABET accreditation in both of our bachelor programs.
- Goal 3: Increase the number of students in engineering programs, graduate these students, and place them in the allied professions within the state.
- Goal 4: Increase departmental funding for the purposes of institutionalizing current faculty positions and current departmental assistants; expand the faculty lines in at least two more positions, expanding the staff in at least one lab technician and provide all department employees a salary level comparable to other Institutions of Higher Education.
- Goal 5: Develop the SERPA project according to its business plan.

Objectives

In order to accomplish Goal 1, the following objectives are established:

- Objective 1.1. To facilitate the retention of talented faculty.
- Objective 1.2. To establish policies that reward excellence in faculty accomplishments.
- Objective 1.3. To improve the quality of the student pipeline by working with the community in STEM education.
- Objective 1.4. To provide a richer campus life experience for students with internship programs and workshops.
- Objective 1.5. To enhance the laboratory facilities for the programs.

In order to accomplish Goal 2, the following objectives are established:

- Objective 2.1. To have all engineering faculty members trained on the student learning assessment process.
- Objective 2.2. To have all engineering faculty members trained on the ABET accreditation criteria.
- Objective 2.3. To complete the self-study questionnaire, to schedule mock visits, and to schedule an accreditation visit.

In order to accomplish Goal 3, the following objectives are established:

- Objective 3.1. Continuously improvement of the curricula and an increase in the number of course electives for students, particularly with a focus in research and development, entrepreneurship, and communication skills.
- Objective 3.2. To improve the visibility of the Department through marketing and effective partnerships with federal labs, industry and other universities.
- Objective 3.3. To link the two bachelor programs to at least one relevant industrial certification.
- Objective 3.4. To participate in existing and to organize new recruitment events.

In order to accomplish Goal 4, the following objectives are established:

- Objective 4.1. To secure funding in the amount of at least \$130,000 per year through grants, contracts, donations and continuing education training programs.
- Objective 4.2. To engage a formal discussion with the College administration on a plan to increase departmental funding.
- Objective 4.3. To work with industrial, government and academic partners on equipment donation.

In order to accomplish Goal 5, the following objectives are established:

- Objective 5.1. To initiate the offering of continuous education courses in the solar energy field at a rate of at least two courses per semester.
- Objective 5.2. To engage in consulting services with local entrepreneurs and larger companies in the solar energy field.
- Objective 5.3. To pursue grants in the solar energy field to fund research in solar energy and applications.

Tasks

The following tasks will be performed in order to achieve the respective objectives and goals:

- Task 1.1.1. Starting in Fall 2012, the Department will provide at least one developmental opportunity per year to each faculty member in their own field of interest.
- Task 1.1.2. Starting in Fall 2012, the Department will initiate conversations with upper administration to find authorized and legal mechanisms to increase faculty/employee compensation.
- Task 1.2. In Fall 2012, the Department will start an internal discussion to define a realistic rewarding plan for achievement of excellence.
- Task 1.3. Starting in Spring 2013, the Department will implement the Introductory Math Model and will increase its offerings for dual credit students as a way to bridge high school students into the engineering programs.

- Task 1.4.1. Starting in Fall 2012, the Department will implement a mandatory new student orientation session for new students every semester.
- Task 1.4.2. Starting at the end of Spring 2013, the Department will perform evaluations and institutional comparisons of implemented technologies in courses.
- Task 1.4.3. The Department will keep the current established mandatory advisement policy.
- Task 1.4.4. By the Spring 2013, the Department will develop two learning communities: one for the Information Technology Program and one for the Mechanical Engineering Program. The learning communities will work on semester basis.
- Task 1.4.5. Faculty will keep the current open-door policy for office hours.
- Task 1.5.1. During the Fall 2012, faculty will identify lab improvements that are currently needed.
- Task 1.5.2. By Fall 2012, faculty will develop a three-year equipment replacement plan.
- Task 1.5.3. By Fall 2013, faculty will identify funding sources (including donations) to implement the three-year equipment replacement plan.
- Task 2.1. Starting in Fall 2012, all full-time faculty will participate in at least one training session per year related to pedagogy and/or student learning.
- Task 2.2. The Department will continue scheduling the assessment meeting and action plan development per semester.
- Task 2.3.1. All Information Technology full-time faculty will be working in developing the self-study review for ABET accreditation. The study will be done by the end of Summer 2012.
- Task 2.3.2. All Mechanical Engineering full-time faculty will be working in developing the self-study review for ABET accreditation. The study will be done by the end of Summer 2016.
- Task 3.1.1. Starting in Spring 2013, the Department will implement an annual online survey to collect student preferences in terms of electives offerings and will offer the best rate courses.
- Task 3.2.1. The Department will institute and operate a Cisco Academy Support Center for the State of New Mexico by the end of 2012.

- Task 3.2.2. The Department will continue working on collaborative grants with UNM and pursue new opportunities with NMSU.
- Task 3.2.3. In the Fall 2012, the Department will form a committee charged with the improvement of the communication of departmental activities through website content and printed media. The committee will also propose measures that will increase the Department's visibility within professional societies.
- Task 3.2.4 Starting in Spring 2012, the Department will implement at least one community workshop with the focus on IT/Solar programs.
- Task 3.3 The Department will continue providing faculty training on industrial certifications and, in Spring 2014, will incorporate one industrial certification for the Information Technology Bachelor program and one for the Mechanical Engineering Program.
- Task 3.4. 1 The Department will continue its participation in at least three recruitment events per semester.
- Task 3.4.2 The Department will continue its participation in at least three outreach activities per semester: i.e., Friday Academy, ASPIRE initiatives, etc.
- Task 4.1.1 Starting in Fall 2012, the Department will establish an advancement committee that will meet regularly every semester to explore funding opportunities.
- Task 4.1.2 Starting in Spring 2013, the Department will submit at least six grant proposals per year.
- Task 4.2 Starting in Fall 2012, the Department will schedule meetings with the upper administration and the Provost to discuss a plan to improve the funding of the Department.
- Task 4.3 As part of the three-year replacement plan, by fall 2013 faculty will identify partners and initiate conversations related to equipment donations.
- Task 5.1.1 Starting in Fall 2012, the Department will develop a continuous education course plan that will be implemented starting on Spring 2013. At least two courses will be offer in this format.
- Task 5.2.1 Starting in Fall 2012, the Department of Engineering will work closely with the Small Business Development Center as a path to become a consultant and service provider in the solar field.
- Task 5.2.2 In Fall 2013, a new faculty/director in the field of Solar Energy will be hired to coordinate the SERPA efforts.

- Task 5.2.3 In Fall 2013, the Department will complete the PNM project. The success of the project will be marketed as a way to attract new similar projects.
- Task 5.3.1 Starting in Spring 2014, the Department will submit at least two grant proposals per year related to research in solar energy and applications.

Periodic monitoring of the plan

This strategic plan will be revisited at the end of the academic year 2012-2013. Initially, the plan will be validated using a bi-monthly accomplishment checklist, this will show the progress in the accomplishment of the enumerated tasks and their impact towards the goals and objectives. During the months of February and June, data will be collected and analyzed in departmental meetings to see if any objective has been accomplished or if the tasks require adaptations.

The availability of more departmental funding (or less funding) will also determine if changes need to be addressed during the next five years.

**College of Nursing and Health Sciences
Strategic Plan
2012 – 2017**

College of Nursing and Health Sciences: Associate Degree Nursing Program

Mission. The Associate Degree in Nursing Program provides a **quality education** that prepares nurses at the advanced beginner level to provide safe, holistic care to clients across the life span. The program focuses on admitting and **graduating students** from the local community. The graduates of this program are role models for others and demonstrate a **commitment to lifelong learning**.

Vision. The Associate Degree in Nursing Program will **excel in the preparation of nursing professionals**. All students who **graduate from the program will pass NCLEX exams**.

The focus of the strategic plan is on *Student Success and Academic Excellence*.

Goal #1: Obtain initial NLNAC accreditation (2012-2013).

Objectives

- 80% or > of ADN students will pass NCLEX-RN as first time writers (ongoing).
- Refine the expected levels of achievement in the systematic plan for evaluation to ensure that they are measurable and address NLNAC criteria (summer/fall, 2012).
- Include action plans for program development, maintenance, or revision directly in the systematic evaluation plan (summer/fall, 2012).
- Collect and aggregate data for cohort groups to identify trends for program decision-making (ongoing).
- Revise the expected level of achievement for program completion to include assessment of data over 150% of time by cohort group (ongoing).
- Develop strategies to increase response rates to the employer survey (ongoing).
- Review the clinical evaluation tool to ensure that progression is measurable (summer/fall, 2012).
- Expand clinical hours to be sufficient to meet the student learning outcomes and be successful in the program (2012-2013).

Tasks

- Program Director
- Faculty members assigned to project
- All faculty (curriculum review)

Implementation Strategy

- NCLEX-RN pass rates will be monitored on an ongoing basis. Tactics will be created to improve the chances of first time NCLEX-RN writer success and monitored on an ongoing basis.

- Members of the accreditation project will meet a minimum of four times during the 2012 summer session to refine the current NLNAC self-study report and Systematic Program Evaluation Plan.
- Data from cohort groups will be collected on an ongoing basis.
- The ADN program will be ready for a repeat site visit in fall 2012.
- An ADN program curriculum review will be conducted during the 2012 summer session.
- Faculty will explore the revision of the Clinical Evaluation Tool and possible methods of increasing clinical hours.
- A new clinical tool will be created and implemented in fall 2012.
- Changes in clinical hours will be implemented pending approval from NNMC and the NM Board of Nursing.

Periodic Monitoring:

- Start Date---June 4, 2012
- Mid-Point Review: July 9, 2012
- Completion Date: Fall 2012 or Spring 2013

Goal#2: Maintain membership in the New Mexico Nursing Education Consortium (2012-2013) as a means of improving the efficiency, quality, and educational outcomes of the NNMC ADN program.

Objectives

- Gain support from NNMC administration and community stakeholders for NMNEC.
- Attend NMNEC meetings on a regular basis.

Tasks

- Program Director
- Faculty assigned to this project.

Implementation Strategy

- Work to support NMNEC efforts by disseminating information to the college community and community stakeholders. This can be accomplished by initiating NNMC web broadcasts, working with local newspapers, and through community advisory board meetings.
- Encourage faculty participation in the creation of the NMNEC concept-based curriculum.

Periodic Monitoring:

- Effectiveness will be measured in ongoing surveys conducted at Community Advisory Board meetings and anecdotal institutional surveys that will determine a baseline understanding of the goals and mission of NMNEC (ongoing 2012-2013).
- Effectiveness will be measured by the number of faculty who participate in the

Creation of the concept-based curriculum. Measurement of this goal will be ongoing until the implementation of the NMNEC curriculum (2013)

Goal: #3: Ensure that integrity and consistency exist for all information intended to inform the public about the ADN program.

Objectives

- An ADN faculty member will be responsible for reviewing all website, catalogue, and handbook information on an ongoing basis.
- Conduct an annual review of the ADN program nursing student handbook requiring participation of all faculty members (ongoing).

Tasks

- ADN faculty member

Implementation

- An ADN faculty member will be responsible for reviewing all program information made available to the public.

Periodic Monitoring:

- The integrity of all documents will be reviewed on a quarterly basis (ongoing).

Goal # 4: 50% of nursing faculty members will obtain a Certified Nurse Educator Credential by 2014.

Objective

- Program Director will encourage and mentor faculty members in the attainment of the CNE

Tasks:

- Program Director
- Interested faculty members

Implementation Strategy:

- Funding for the exam preparation and the exam will be provided through grant monies or professional development funding.

Periodic Monitoring:

- Faculty will be monitored during the annual evaluation for their progress towards achievement of CNE certification.

Goal #5: By 2014, two additional ADN courses will be taught online.

Objectives

- Require Blackboard skills training for all ADN faculty members (ongoing).
- The ADN program will develop a comprehensive plan for merging two to three ADN courses into an online format by 2014.

Tasks:

- Program Director
- Selected faculty

Implementation:

- Selected faculty will be given release time to develop the online courses.

Periodic Monitoring

- Progress in this direction will be monitored at scheduled curriculum meetings and during faculty annual review.

Goal # 6:**Objectives:**

- Revisit the ADN mission statement, vision statement, and admission policy to more closely realign with the NNMC mission and vision by fall 2014.

Tasks:

- ADN faculty

Implementation:

- The ADN faculty will meet during scheduled curriculum meetings to discuss and make changes where indicated.

Periodic Monitoring:

- Progress will be monitored during scheduled curriculum and SEP meetings.

College of Nursing and Health Sciences: RN to BSN Program

Mission. The RN to BSN degree program provides a **quality learning opportunity** that prepares integral nurses who embrace and practice holistic, relationship-centered care that addresses individual and collective health.

Vision. The RN to BSN degree program will become regionally recognized as one which provides an innovative opportunity for Registered Nurses to **excel in the provision of holistic integrative nursing care.**

- GOALS:**
1. Increase student graduation each spring semester to: 3, 5, 7, 9, 11, 2013 – 2017, respectively.
 2. Achieve and maintain national endorsement of the RN to BSN Program by the American Holistic Nurses Association (AHNA) 2012 – 2017.
 3. Maintain national accreditation status per the Commission on Collegiate Nursing Education (CCNE) until re-accreditation is due (2016).

OBJECTIVES

1. Continue formal and informal marketing, public relations, and advisement activities on a regular basis to recruit and retain/graduate students, which will be documented on a monthly basis
2. The Director of the RN to BSN Program (Program) will be board certified by the American Holistic Nurses Credentialing Center certification as an Advanced Holistic Nurse fall of 2012, a pre-condition for the Program being endorsed by the American Holistic Nurse Association (AHNA) immediately thereafter.
3. The Director will update and maintain the WEAVE Online data base, and collect and analyze all other required documents for maintenance of institutional requirement and the CCNE accreditation

TASKS & IMPLEMENTATION STRATEGY:

Goal 1

- Documentation and follow-up by the Director of students who have either been previously admitted to the Program or who have expressed interest in it before will be contacted via the telephone, email, or U. S. mail regarding fall 2012 enrollment on or before May 9, 2012, and thereafter towards the end of each Spring semester for 2013 - 2017 enrollments (Chair of the College of Nursing & Health Sciences in the summer).
- NNMC will fund the addition of one (1) full time faculty member as enrollment increases.
- The Chair of the College of Nursing & Health Sciences (Chair) will procure new RN to BSN Program brochures by _____, 2012, so that the Director can engage in recruitment efforts 2012 - 2017 (Over the summers 2012 - 2017 the Chair will engage in recruitment activities).
- The Director and/or Chair, or a designee will arrange for and document at least monthly one identified target marketing/recruitment site visit/contact for recruitment 2012 – 2017.
- Documentation of attendance by the Director at as many New Mexico monthly Holistic Nurses Network and bi-monthly New Mexico Nursing Education Consortium meetings as possible 2012 – 2017, given the teaching schedule.
- The Chair or designee will secure external funding for student scholarships on an annual basis, 2013 – 2017.
- The Chair and the Director will investigate academic-organizational partnerships by November 2013, to increase access to funding on an ongoing basis annually, 2014 - 2017

Goal 2

- The Director will become certified, and maintain same, as an Advanced Holistic Nurse – Board Certified 2012 – 2017, and seek endorsement immediately upon said certification from the AHNA, to then be maintained 2012 – 2017

Goal 3

- The requisite data, including updating WEAVE, the Plan for Systematic Program Evaluation, and enrollment, retention, and graduation rates, will be compiled for 2012 – 2017 by the Director on an annual basis

PERIODIC MONITORING OF THE PLAN:

NOTE: A “tickler” system will be implemented to assess the progress of each of the Goals/Objectives/Tasks with a notice one month, two weeks hence and then again one week prior to the delivery date of each item, if and as appropriate and indicated.

College of Nursing and Health Sciences: Radiologic Technology

Mission. The NNMC Radiologic Technology program will graduate students who are educationally prepared for the challenges and responsibilities of an entry-level Radiologic Technologist; to meet the employment needs of our culturally diverse region and beyond.

Goals:

1. Maintain program sustainability through 2017.
2. Bring the program into the 21st century by acquiring computed radiography (CR) for the classroom before the end of 2017.
3. Encourage clinical coordinator to complete master’s degree by 2016.
4. Start an ultrasound program by 2017.

Objectives

- Goal 1 - Perform continuous assessment of program effectiveness
- Goal 2 - Pursue CR equipment through grants and institutional monies
- Goal 3 - Prepare clinical coordinator to become program director
- Goal 4 - Investigate the possibility of establishing an ultrasound program. Work with clinical affiliates to establish an on-site training program to accommodate the clinical training of future ultrasound students. Pending the establishment of on-site clinical training; hire a program coordinator to administer and teach didactic portion of a future ultrasound program.

Implementation Strategy

- Goal 1 - Assessment process established since 2004 and continues to improve as program works closely with the JRCERT on program effectiveness. The JRCERT monitors program on an annual basis.
- Goal 2 - A grant proposal has already been submitted and more avenues are being considered. This process will continue until successful.
- Goal 3 - Clinical Coordinator is currently taking master level courses
- Goal 4 - Bring the facility managers and ultrasound staff to the table for discussion. The ultrasound issue has been discussed in the past; however, clinical buy-in has never been achieved.

Periodic Monitoring Ongoing until goals are met or exhaustion causes failure.

College of Nursing and Health Sciences: Massage Therapy Program

Mission. The Massage Program at Northern New Mexico College is committed to providing an **exceptional education** to students from all walks of life and to assist the massage therapy student in becoming a **highly skilled** and sensitive massage therapy practitioner. At Northern, learning takes place on many levels, mind, body and soul. We encourage the professional growth for all students, faculty and staff. We wish to increase awareness of the healing benefits of massage therapy.

Vision. The Massage Program at Northern New Mexico College seeks to **achieve excellence in the preparation of massage therapy students** so that, as licensed massage therapists, they will **excel** in the therapeutic healthcare forums of today and tomorrow.

- Goals:**
1. Increase class size to (16) students per semester.
 2. Expand promotional and advertisement arena to SF newspapers and circulations.
 3. Update NNMC website. Add biographical sketches of faculty and staff. Add class pictures. Update CE information
 4. Offer Summer tutoring program for grad's prepping to take National Exam.

Objectives

1. Increase class size by Fall 2014
2. Place recruitment ads by May 2012 in Santa Fe publications
3. Update website by May 2012 – 2013
4. Create exam prep class for graduates

Tasks

1. Place ads in SF New Mexican and other publications
2. Create Bio's of faculty and staff, add pictures to enhance website
3. Create a National exam prep class to tutor massage graduates

Implementation Strategy Gather testing tools for tutoring massage therapy students for National Exam.

Create curriculum for National exam study course.

College of Community Workforce and Career Technical Education Strategic Plan 2012-17

Mission

The mission of the College of Community Workforce & Career Technical Education (CW CTE) is to educate, encourage, and empower students through the integration of trades and technology instruction with academics to encourage and promote economic development, entrepreneurship that fosters self-reliance in a manner that preserves and maintains culture and meets industry needs of our regional community.

Vision

By 2017, Northern New Mexico College's CW CTE will be recognized as the anchor of Northern's community college mission by providing relevant programs that provide a skilled workforce and educated community.

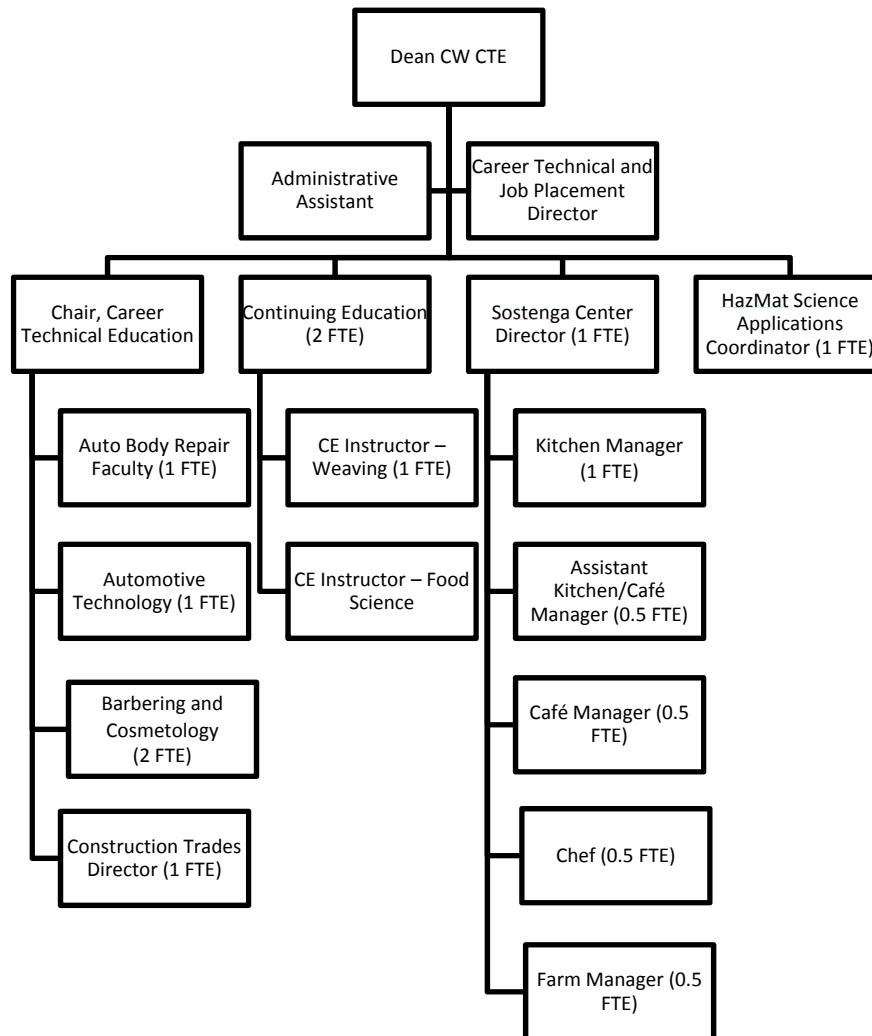
To achieve this vision the College of CW CTE will:

- develop partnerships and work with local people, businesses and organizations;
- assist in determining the needs of the community;
- align existing and develop new programs to meet partnership goals and objectives;
- integrate trades and technology instruction with academics increasing student success;
- educate students so they can work and remain in our communities and become outstanding citizens who take pride in their success;
- make a difference in the lives of students so they may have a positive role in their communities;
- preserve, maintain and promote healthy traditions and culture;
- foster self-reliance and self-confidence in our community;
- encourage entrepreneurship so students and community will prosper;
- promote and foster economic development in our community; and
- support, promote, and develop small business;
- evaluate regional employment needs and emerging trends to direct students to areas of opportunity.

Core Values

The College of Community Workforce & CTE is community oriented, recognizes local quality, is relevant to our area and is committed to providing a quality education and enrichment activities that meet industry and community needs in our region.

CW CTE Organization



Degree and Non-Degree Programs

The College of Community Workforce & CTE accomplishes its purpose through academic, continuing education, and community based participatory action research programs:

- Accelerate*
- Automotive Technologies
- Barbering and Cosmetology
- Construction Trades
- Continuing Education and Career Pathways*
 - Weaving
 - Food Safety
- HaZmat Science Applications*
- The Sostenga Center for Sustainable Food Agriculture and Environment*

*Non—degree granting programs.

Structured Program Development

All CW CTE programs are evaluated to assure alignment with current workforce and community needs by using structured advisory committees made up of a balanced representation from

- employers, and Industry Partners
- community members,
- current students,
- graduates and
- other stakeholders,

The makeup of advisory members will be determined by the purpose of the program.

Goals

The goals and objectives from the institutional-wide strategic planning inform the goals and objectives for the planning of CW CTE programs.

Goal 1 - CW CTE: Increase Student Success and Job Placement

Objective 1.1 The Dean and/or Career Technical Advisor (CTA) with NNMC Institutional Research and other relevant programs will establish a mechanism for collection of alumni data for advanced studies, job placement and entrepreneurship.

Task 1.1.1 **Fall 2012** CW CTE will initiate efforts to collect post graduation information and establish a database of alumni activities.

Task 1.1.2 **Fall 2012** CW CTE will compile advisement data for all CW CTE students.

Task 1.1.3 **Fall 2012** CW CTE CTA will provide increased institutional support for career-oriented programs to Accelerate activities.

Task 1.1.4 **Spring 2012** CW CTE will have an established baseline for alumni to identify who has gone on to advanced studies, job placement or entrepreneurial activities.

Task 1.1.5 **Spring 2012** The CW CTE CTA will work with NNMC Institutional Research to maintain a database and a communication mechanism for all CW CTE, Accelerate and career oriented graduates.

Task 1.1.6 **Spring 2012** The CW CTE CTA will work to meet State Performance Levels in:

- Technical Skill Attainment
- Credential, Certificate, or Degree
- Student Retention or Transfer
- Student Placement
- Nontraditional Participation
- Nontraditional Completion

Objective 1.2 The Dean of CW CTE will work with the Academic Deans, Advisement Office, and Accelerate Consortium to increase the role of the CTA to all institutional career oriented fields of study.

Task 1.2.1 **Fall 2012 – Spring 2014** Integrate the Accelerate Career Technical Advisor as support for all students seeking career training, advice and guidance.

Task 1.2.2 **Fall 2012** – Dean of CW CTE will work with the RDC, the Accelerate Consortium will develop presentation of Accelerate for consortium delivery at conferences and to legislative and congressional delegations.

Task 1.2.3 **Fall 2012 – Spring 2014** The Dean of CW CTE will work with the RDC, the Accelerate Consortium and the NNMC Academic leadership to establish sustained funding for Accelerate.

Objective 1.3 The College of CW CTE will cooperatively engage in the institutional process for advisement and student success.

Task 1.3.1 **2012 – 2017 CW** CTE Faculty will participate in initial and ongoing training for professional development in improved student advisement.

Task 1.3.2 **Spring 2012** CW CTE Faculty are required to have a professional development plan. Attendance at state and national conferences is encouraged. Programs must adhere to the Professional Development and Continuing Education a outlined by industry as related to each Programs National Accreditation (Certification) requirements. Faculty must maintain individual industry certification, licensure, and membership as required by the programs accrediting body.

Goal 2 - CW CTE: Accomplish and Maintain a Culture of Excellence in Teaching and Learning

Objective 2.1 Recruit and retain quality faculty.

Task 2.1.1 **Beginning Academic Year 2012-2013** CW CTE will include Vision and Core Value measures in the evaluation of all faculty.

Task 2.1.2 **Beginning Academic Year 2012-2013** CW CTE will provide at least one professional developmental opportunity per year to each faculty member, and support professional development training as set forth by external accrediting agencies.

Goal 3 - CW CTE: Increase Alternative Funding Sources

Objective 3.1 Establish a periodic review of sources for applicable federal, state, and non-governmental granting entities that support programmatic and common objectives.

- Task 3.1.1** The CW CTE Dean, Chair (s) and Director(s) will communicate monthly or as-needed with the Office of Institutional Development regarding program development priorities and potential funding sources.
- Task 3.1.2** All CW CTE faculty and staff will establish relationships and strategic partnerships with community, employer and stakeholder organizations in the interest of identifying common goals and objectives with funding entities.
- Task 3.1.3** All CW CTE programs will move toward National Industry recognized Accreditation, allowing active dialog with industry partners toward development of relationships which may lead toward additional revenue streams.

Objective 3.2 Identify, implement, and secure revenue for enterprise opportunities within each CW CTE department while providing real-world experience for students.

- Task 3.2.1** The CW CTE Dean, Chair (s) and Director(s) will **actively** evaluate and establish opportunities for students to provide mentored supervised real-world services that bring nominal funding that may benefit the program.

Goal 4 - CW CTE: The College of CW CTE will actively work toward achieving comprehensive Sustainability

Objective 4.1 Establish a process to periodically review of each program by faculty and staff to determine compliance with the NNMC Environmental Policy and establish aspects for improvement as provided in guidance in ISO 14001.

Task 4.1.1 Beginning Academic Year 2012-2013 all CWCTE staff and faculty will participate in a review of their programs to determine how they may improve their environmental impact.

Task 4.1.2 Beginning Academic Year 2012-2013 all CWCTE staff and faculty will identify and implement realistic goals and activities to address environmental impact and increase potential for sustainability.

Goal 5 - CW CTE: The College of CWCTE will establish programs that actively Advance Community values and objectives.

Objective 5.1 Integrate community values and objectives to existing programs.

Task 5.1.1 **Beginning Academic Year 2012-2013**, the CW CTE Dean, Chair and/or Director(s) will identify a minimum of one (1) vested non-industry community member to serve as a program advisory member.

Task 5.1.2 **Beginning Academic Year 2012-2013**, the CW CTE Chair and/or Director(s) will provide the active list of program advisory members to the Dean of CWCTE and the Provost at the beginning of each academic year or anytime membership changes .

Objective 5.2 Include qualitative Community Advancement information as part of program review for CWCTE programs.

Task 5.1.1 **By March of Spring 2017**, the CW CTE Dean and Provost will provide the CWCTE Chair and Director(s) with program review guidelines that include specific metrics for Community Advancement as defined by community members, academic and non-academic programs, and the College.

Strategic Planning for Non-Degree Continuing Education and The Workforce Training and Career Center

Non-degree programs in CW CTE include Accelerate, the Sostenga Center for Sustainable, Food, Agriculture and Environment at Northern New Mexico College (Sostenga Center), Hazmat Science Applications (HSA), Continuing Education and the Northern New Mexico Workforce Training-Career Center (CE WCT). Partners such as the Small Business Development Center and the New Mexico Department of Homeland Security are the important contributors to strengthening CW CTE non-degree programs.

The **Accelerate** program was originally established as part the consortium of six Northern New Mexico colleges to offer a training curriculum and ongoing coaching that quickly prepares people of all ages and educational backgrounds for enhanced employment opportunities. The program also retrains workers in core technical areas for careers in a number of technology-related fields. Accelerate provides a first step toward obtaining jobs, as well as a flexible foundation for retraining as industries and employers innovate in the future. The long term goal within CW CTE is to establish Accelerate as a sustained program within the institution. Currently Strategic Planning objectives for this program are defined by a Department of Energy and are available upon request.

The **Sostenga Center** is an intern based campus enterprise established in 2007. The intern based enterprise operation teaches students about the fundamentals of agricultural and food business development and strategy. A comprehensive business plan for the Sostenga Center is available in partnership with this document.

Hazmat Science Applications (HSA) is a training base for Hazardous Material workers and responders comprehensively. The five-year goal is to establish enterprise intern operated with professional oversight of a comprehensive environmental monitoring laboratory as an enterprise supported by interns. A comprehensive business plan for HSA is available in partnership with this document.

Continuing Education and the Northern New Mexico Workforce Training-Career Center (CE WCT) is responsive to northern New Mexico professional and community training and development needs. CE WCT (or Continuing Ed – Career Pathways [CE CP]) and is committed to providing quality training and education for personal and professional development. Class offerings for personal enrichment to career boosting professional course, heritage arts and agriculture, and compliance training, our students include professionals, homemakers, retired persons, youth and children.

CE WCT provides industry training in the areas of

- Business and Entrepreneurship
- OSHA Hazardous Material Management and Hazwoper, Construction Trades, Health & Safety
- Office Administration
- CDL Driver
- Heritage Arts and Trades
- Environmental Protection Agency 40 CFR
- Computer, Database, and Software Skills
- Environmental Monitoring (water and soils testing)
- Professional and Career Development
- Food Safety

Goal 1 – CE WCT: Increase Student Success and Job Placement

Objective 1.1 Northern New Mexico Workforce Training-Career Center will identify community and industry partnerships to develop new course offerings.

Task 1.1.1 **Fall 2012 – January 2013** The CE WCT Coordinators will develop and maintain a resource list of subject matter experts and instructors for regionally defined workforce and personal enrichment training needs.

Objective 1.2 Continuing Education will increase the enrollment and number of courses offered.

Task 1.1.1 **January 2013** The Coordinators of CE WCT will work with the NNMC Public Relations department have an established a marketing and advertising strategy and annual schedule.

Task 1.1.2 **January 2013** The Coordinators of CE WCT will work with NNMC Banner support to have an established registration and student tracking in Banner.

- Task 1.1.3** **Fall 2013** The Coordinators of CE WCT will have an internal communication strategy to support the development of program continuing education programs.
- Task 1.1.4** **On-going** Coordinators of CE WCT will provide a bi-annual report of course offerings and completion to the Dean of CWCTE.
- Task 1.1.5** **Fall 2017** The Coordinators of CE will have realized a 50% increase in delivery and attendance from the 2012 baseline.

Goal 2 – CE WCT: CE CP will assure excellence in teaching and learning.

Objective 2.1 Identify and retain talented instructors.

- Task 2.1.1** **January 2013 - 2017** CE WCT will maintain a regular database of Subject Matter Experts in the Career oriented offerings.
- Task 2.1.2** **January 2016** CE WCT will have established partnerships as identified through Memorandums of Agreement and on Advisory Committees with community and professional organizations.
- Task 2.1.3** **January 2016** CE WCT will increase offerings in professional credential courses that aligns with priorities as established by community, the Department of Labor, and regional industry partners.

Goal 3 - CE WCT: CE CP will identify and increase Alternative Funding Sources

Objective 3.1 Increase offerings for agencies and industry partners.

- Task 3.1.1** **Fall 2013** CE WCT will have established industry partners for the establishment of CEU courses through Continuing Education.

Goal 4 - CE WCT: CE CP will work toward achieving Sustainability

Objective 4.1 CE WCT will actively identify and offer training that promotes comprehensive sustainability as defined through environmental, economic and social aspects.

- Task 4.1.1** **January 2013 - 2016** CE WCT will maintain a regular database of Subject Matter Experts and Partners in the areas of sustainability and offerings.

Goal 5 - CE WCT: CE CP will work toward Community Advancement

Objective 5.1 Establish community based programs that is accessible to community members.

- Task 5.1.1** **Fall 2014** CE WCT will actively develop courses that are relevant to community and regional industry.

Strategic Planning for Certificate and Degree Programs: Automotive Technologies

Automotive Technologies consists of ten areas of study within the College of Community Workforce & CTE, of which this strategic plan for further development applies.

Automotive Technologies

- Automotive Technology
- Automotive Service Fundamentals
- Automotive Suspension and Drive Train Repair
- Automotive Under-Hood Repair
- Power train Repair
- Automotive Service Advisor

Auto Body Repair

- Auto Body Repair
- Auto Body Repair – Refinishing
- Auto Body Repair – Non-Structural Analysis and Damage
- Auto Body Repair–Structural Analysis and Damage

Goal 1 - Automotive Technologies: Automotive Technologies will increase Student Success and Job Placement

Objective 1.1 The Automotive Technologies Director with the College of CWCTE and NNMC Institutional Research, as well as other relevant programs will establish a mechanism for collection of alumni data for advanced studies, job placement and entrepreneurship.

- Task 1.1.1** **Fall 2012 – January 2013** Automotive Technologies will compile existing post graduation information and provide to a database of alumni activities to establish a comprehensive baseline for growth.
- Task 1.1.2** **January 2013** The Director of Automotive Technologies will have an established recruitment strategy with identified benchmarks and measures.
- Task 1.1.3** **Fall 2014** Automotive Technologies will have increased graduation rate and job placement, to include entrepreneurial activities, by 53%.
- Task 1.1.4** **Fall 2016** Automotive Technologies will have increased graduation rate and job placement, to include entrepreneurial activities, by 62%.

Objective 1.2 Obtain NATEF Certification.

- Task 1.2.1** **Fall 2012** The Director of Automotive Technologies will have completed review and have obtained NATEF Certification.
- Task 1.2.2** **January 2013** The Director of Automotive Technologies will provide advantages of NATEF Certification in all promotional materials for student recruitment and job placement.
- Task 1.2.3** **Fall 2013** The Director of Automotive Technologies will integrate advantages of NATEF Certification in all promotional materials for student recruitment and job placement.

Goal 2 - Automotive Technologies: Automotive Technologies will assure excellence in teaching and learning.

Objective 2.1 Retain talented faculty.

Task 2.1.1 **January 2013** The Automotive Technologies Director will have established a mechanism to reward excellence in faculty accomplishments.

Task 2.1.2 **January 2013** The Automotive Technologies Director will identify and recruit talented adjunct faculty for Española and dual credit course delivery.

Task 2.1.3 **Ongoing** The Automotive Technologies Director will ensure all instructional staff and faculty maintain current ASE certification.

Objective 2.2 Develop faculty capacity for addressing student need.

Task 2.2.1 **May 2013** CWCTE will have an established mechanism to ensure all Automotive Technologies faculty members will be trained on the student advisement and learning assessment process.

Objective 2.3 Assure students are trained to industry standards.

Task 2.3.1 **Fall 2012** The Director of Automotive Technologies will have completed review and have obtained NATEF Certification.

Task 2.3.2 **Fall 2013 and ongoing** The Director of Automotive Technologies will assure that all tools and equipment meet or exceed industry standards.

Goal 3 - Automotive Technologies: Automotive Technologies will increase Alternative Funding Sources

Objective 3.1 Increase Automotive industry funding support.

Task 3.1.1 **January 2014** Automotive Technologies will have established industry partnerships and secured industry funding of as much as \$25K annually for work toward industry objectives.

Task 3.1.2 **January 2016** Automotive Technologies will have grown industry partnerships and increased industry funding support by 10% from 2014 baseline for work toward industry objectives.

Goal 4 - Automotive Technologies: Automotive Technologies will work toward achieving Environmental Sustainability

Objective 4.1 Reduce disposal of chemicals and paints.

Task 4.1.1 **January 2014** Automotive Technologies will increase reuse of paints and chemicals and identify alternative disposition by 70% based on 2012 baseline.

Task 4.1.2 **January 2016** Automotive Technologies will increase reuse of paints and chemicals and identify alternative disposition by 100% based on 2012 baseline.

Objective 4.2 Identify and integrate the use of environmentally friendly materials and methods.

Task 4.2.1 **January 2014** Automotive Technologies will identify non-hazardous alternatives to paints and chemicals that present potentially harmful exposure to human health and the environment for a minimum of 50% of products and processes based on 2012 baseline.

Task 4.3.1 **January 2016** Automotive Technologies will identify non-hazardous alternatives to paints and chemicals that present potentially harmful exposure to human health and the environment for a minimum of 100% of products and processes based on 2012 baseline.

Goal 5 - Automotive Technologies: Work towards Community Advancement

Objective 5.1 Increase outreach and community partners.

Task 5.1.1 **January 2014** Automotive Technologies will have an established dual credit Automotive Technologies program with the Santa Fe Public School System.

Task 5.1.2 **January 2016** Automotive Technologies will have an established dual credit Automotive Technologies program with the Chama and other Northern New Mexico School Systems.

Barbering and Cosmetology

Goal 1 - Barbering and Cosmetology: Increase Student Success and Job Placement

Objective 1.1 The Barbering and Cosmetology will increase student success and job placement.

Task 1.1.1 **Fall 2012 – January 2013** Barbering and Cosmetology faculty will compile existing post-graduation information and provide to a database of alumni activities to establish a comprehensive baseline for growth.

Task 1.1.2 **Fall 2012 – May 2013** Barbering and Cosmetology faculty will work with the Chair of Business Administration toward the development of a minor in Barbering and Cosmetology for business majors.

Task 1.1.2 **January 2013** Barbering and Cosmetology faculty will establish a strategy for 100% students to take the final test and maintain the 99% pass rate.

Task 1.1.3 **Fall 2014** Barbering and Cosmetology faculty will have an established student organization for recruitment and career development.

Task 1.1.4 **Fall 2016** Barbering and Cosmetology faculty will have a minimum of 50% of students enrolled officially participating in the Cosmetology area of Skills USA.

Task 1.1.5 **Fall 2016** Barbering and Cosmetology faculty will have 90% job placement or entrepreneurial development for all graduates.

Goal 2 - Barbering and Cosmetology: Barbering and Cosmetology will assure excellence in teaching and learning.

Objective 2.1 Identify and retain talented faculty.

Task 2.1.1 **January 2013** With support from the Chair of CTE, Barbering and Cosmetology faculty will develop an adjunct faculty list of approved instructors.

Objective 2.2 Develop dual credit opportunities.

Task 2.2.1 **January 2013** With the NNMC Dual Credit Director the Barbering and Cosmetology faculty will identify interest in dual credit in local and regional High Schools.

Task 2.2.2 **January 2016** With the NNMC Dual Credit Director the Barbering and Cosmetology faculty will have an established dual credit program in local and regional High Schools based on feasibility determined from 2012 - 2013 baseline.

Objective 2.3 Establish program visibility through pseudo-enterprise location.

Task 2.3.1 **Spring 2013 – 2014** With institutional support, the Barbering and Cosmetology faculty will establish a student accessed Salon at the Administration Building or other high visibility location.

Task 2.3.2 **Spring 2015 – Fall 2016** With increased location, the Barbering and Cosmetology will increase faculty support by two instructors.

Goal 3 - Barbering and Cosmetology: Barbering and Cosmetology will increase Alternative Funding Sources

Objective 3.1 Develop Continuing Education courses for specialized areas such as funeral homes and film industry.

Task 3.1.1 **Fall 2013** Barbering and Cosmetology will have established industry partners for the establishment of CEU courses through Continuing Education.

Task 3.1.2 **Spring 2014** Barbering and Cosmetology will have identified and established a minimum of two (2) continuing education courses for industry specific cosmetology.

Objective 3.2 Increase customer traffic to advanced student practicum lab with pseudo-enterprise location.

Task 3.2.1 **Fall 2013** Barbering and Cosmetology will have identified and proposed a viable location for increased traffic to advanced students.

Task 3.2.2 **Fall 2015** Barbering and Cosmetology, with Institutional support from the Dean, Provost and VP of Finances, will have secured and established a viable location for pseudo enterprise location.

Objective 3.3 Identify potential grant opportunities.

Task 3.3.1 **Fall 2013** Barbering and Cosmetology will work with NNMC Institutional Advancement to identify potential grant funding opportunities.

Task 3.3.1 **Fall 2016** Barbering and Cosmetology will have established strong regional community partnerships in the interest of seeking collaborative funding for industry growth.

Goal 4 - Barbering and Cosmetology will work toward achieving Environmental Sustainability

Objective 4.1 Reduce disposal of chemicals.

Task 4.1.1 **January 2013** Barbering and Cosmetology will reduce use of hazardous chemicals by eliminating waste in processes.

Task 4.1.2 **January 2014** Barbering and Cosmetology will increase reuse of chemicals and identify alternative disposition by 70% based on 2012 baseline.

Goal 5 - Barbering and Cosmetology: Barbering and Cosmetology will work toward Community Advancement

Objective 5.1 Establish a facility that is accessible to community members.

Task 5.1.1 **Fall 2014** Barbering and Cosmetology will have an established dual credit Barbering and Cosmetology program with the Española Public School System.

Task 5.1.2 **Fall 2016** Barbering and Cosmetology will have two additional dual credit programs with public school systems.

Construction Trades

Under new direction as part of a comprehensive restructuring, Construction Trades consists of six areas of study within the College of Community Workforce & CTE and will primarily delivery on the Española campus and in community settings.

The Department of Construction Trades consists of:

- Adobe Construction
- Construction Trades (and Management)
- Electrical Technology
- Plumbing
- Renewable Energy
- Welding

Goal 1 - Construction Trades: Increase Student Success and Job Placement

Objective 1.1 The Director of Construction Trades will evaluate baseline and increase student success and job placement.

- Task 1.1.1** **Fall 2012 – January 2013** The Construction Trades Director will have an established recruitment strategy with identified benchmarks and measures.
- Task 1.1.2** **Fall 2015** The Construction Trades Director will have increased graduation rate and job placement, to include entrepreneurial activities, by 50%.
- Task 1.1.3** **Fall 2016** The Construction Trades Director will have increased graduation rate and job placement, to include entrepreneurial activities and advanced instruction, by 75%.
- Task 1.1.4** **Fall 2012 – May 2013** The Construction Trades Director will work with the Chair of Business Administration toward the development of a minor in Construction Trades with a major in BUS.
- Task 1.1.5** **January 2013** The Construction Trades Director will establish a strategy for 100% students to be certified contractors.
- Task 1.1.6** **Fall 2014** Construction Trades faculty will have an established student organization for recruitment and career development.
- Task 1.1.7** **Fall 2016** Construction Trades Director will have a minimum of 50% of students enrolled officially participating in a construction trades discipline area of Skills USA.
- Task 1.1.8** **Fall 2016** Construction Trades Director will have 90% job placement or entrepreneurial development for all graduates.

Goal 2 - Construction Trades: Assure excellence in teaching and learning.

Objective 2.1 Identify and retain talented faculty.

- Task 2.1.1** **January 2013** With support from the Chair of CTE, Construction Trades faculty will develop an adjunct faculty list of approved instructors.

Objective 2.2 Develop dual credit opportunities.

- Task 2.2.1** **January 2013** With the NNMC Dual Credit Director and the Chair of CTE, the Construction Trades faculty will identify interest in dual credit in local and regional High Schools.
- Task 2.2.2** **January 2016** With the NNMC Dual Credit Director the Construction Trades Director will have an established dual credit program in local and regional High Schools based on feasibility determined from 2012 - 2013 baseline.

Goal 3 - Construction Trades: Construction Trades will increase Alternative Funding Sources

Objective 3.1 Develop Continuing Education courses for specialized areas for Continuing Education Units.

- Task 3.1.1** **Fall 2013** Construction Trades will have established industry partners for the establishment of CEU courses through Continuing Education.
- Task 3.1.2** **Spring 2014** Construction Trades will have identified and established a minimum of two (2) continuing education courses for industry.

Objective 3.2 Identify potential grant opportunities.

- Task 3.2.1** **Fall 2013** Construction Trades will work with NNMC Institutional Advancement to identify potential grant funding opportunities.
- Task 3.2.1** **Fall 2016** Construction Trades will have established strong regional community partnerships in the interest of seeking collaborative funding for industry growth and community improvement through HUD and other community improvement grants.

Goal 4 - Construction Trades: Construction Trades and Environmental Sustainability

Objective 4.1 Reduce disposal of chemicals and reuse contraction materials when possible.

- Task 4.1.1** **January 2013** Construction Trades will eliminate or reduce use of hazardous chemicals by eliminating waste in processes.
- Task 4.1.2** **January 2014** Construction Trades will increase reuse of chemicals, construction materials and identify alternative disposition by 70% based on 2012 baseline.
- Task 4.1.3** **January 2015** Construction Trades will fully use regional programs for the reuse and recycle of construction materials.

Goal 5 - Construction Trades: Construction Trades will work toward Community Advancement

Objective 5.1 Establish community based programs that are accessible to community members.

- Task 5.1.1** **Fall 2014** Construction Trades will have an established dual credit Construction Trades program with the Española Public School System.
- Task 5.1.2** **Fall 2016** Construction Trades will have two additional dual credit programs with public school systems.
- Task 5.1.3** **Fall 2014** Construction Trades will have identified community development regional partners in the interest of community advancement and develop curriculum that is implementable in community settings.
- Task 5.1.6** **Fall 2016** Construction Trades will have developed a community improvement project as defined by the community.

Implementation Strategy

Upon finalization and review of this overall proposed Strategic Plan, the Dean and program faculty and staff will prioritize initiatives and align resources to assure achievement of the plan.

Periodic Monitoring

Tracking and monitoring of the success and challenges in the plan will be managed by the Dean. Measures for addressing challenges as well as new initiatives will be developed as the plan progresses.

CW-CTE APPENDIX 1 – Status of Existing Degree Programs

Overview of Enrollment and Graduation for Degree Granting Programs

Major	Enrolled in AAS 2007-08	Enrolled in CERT 2007-08	Graduates in AAS/CERT 2008-2011	Enrolled in AAS 2011-12	Enrolled in CERT 2011-12
Adobe Construction**	0	10	12	0	6
Auto Body Repair	13	0	12	22	0
Construction Trades Director ***	19	1	7	30	0
Barbering	2	2	8	27	1
Cosmetology	55	2	19	41	0
Construction Trades (and Management)**	5	0	1	4	0
Electrical Technology**	26	1	11	9	1
Plumbing***	1	0	0	0	3
Renewable Energy**	4	0	1	4	0
Welding**	7	3	2	7	3

*Non—degree granting programs.

**Programs that will be assumed under the Construction Trades Department.

***Includes Automotive Technology concentrations and Automotive Service Fundamentals

The El Rito Innovation Center Development and Sustainability Plan 2012 – 2017

Mission: The Innovation Center at Northern New Mexico College provides a venue for sustainable agriculture, environmental, and cultural education, research, and training, while serving as public resource center for the region.

Vision: The Innovation Center at Northern New Mexico College will be recognized for its advancement of education and science in the agroecology and biological disciplines, integrating ecological knowledge with traditional cultural values vital to northern New Mexico, and increasing opportunities for regional socioeconomic development.

Core Values:

- Innovation
- Scientific Integrity and Merit
- Experiential Learning
- Student-Focused
- Public Education & Outreach
- Economic Development
- Sustainable

GOALS AND OBJECTIVES

- Goal 1: Develop the Innovation Center as a revenue-generating financially self-supporting and sustainable facility.
 - Objective 1: Develop a conference and retreat center whereby generated revenue increases 20% per year for 5 years using 2012 as a baseline.
 - Objective 2: Provide accommodation and support services for research station visitors that generate 20% increase in income per year for 5 years using 2011 baseline.
 - Objective 3: Establish public and other educational programs for non-research station visitors that generate 20% increase income per year for 5 years using 2010-2011 as a baseline.
- Goal 2: Be a recognized center for undergraduate and graduate research opportunities in agroecology and biological sciences.
 - Objective 1: Establish an agroecology and biological research station by December 2012 including designated space for agroecology research, natural resource science research, biomass utilization, that is linked to the Land Policy and Acequia Resource Center and the Cultural Heritage and Ecological Education Center.

- Objective 2: Establish a virtual research center by December 2012 with ITV/distance education capabilities and computer access with high-speed internet.
 - Objective 3: Provide facility space for undergraduate, graduate, visiting scientists, and other researchers including office space, laboratories, etc. by December 2012.
 - Objective 4: Develop partnership agreements with other academic institutions to provide facility support for external research projects related to existing and proposed EPSCoR funded grants by July 1, 2012.
 - Objective 5: Develop a foreign exchange student program by December 2013 to provide Northern students with abroad experiences and partner institutions with agroecology and natural resource science and management experiences.
- Goal 3: Establish a public education and resource center for agricultural, environmental, cultural, and socio-economic issues of societal importance.
 - Objective 1: Establish a land policy and acequia resource center through support from N.M. legislative action by December 2012.
 - Objective 2: Develop K-12 agricultural and environmental education partnerships with area schools that provides for hands-on experiential learning opportunities by July 2013.
 - Objective 3: Designate public meeting space(s) for community groups and organizations for use by July 2012.
- Goal 4: Establish a host center for regional training and employment needs related to hotel, hospitality, and culinary education.
 - Objective 1: Add field practicum course to existing NNMC hospitality courses that will be conducted at El Rito by August 2013.
 - Objective 2: Establish partnerships with regional hotels and restaurants by December 2012 to offer field training to employees for kitchen management, concierge, room services, etc. (note: employer pays employees and NNMC for training to be there and NNMC receive free support services).
 - Objective 3: Establish contracts for culinary services by December 2012.
- Goal 5: Integrate existing campus programs with Innovation Center programs to enhance visitor experiences, overall visitors, and increase revenue as extracurricular activities for visitors.
 - Objective 1: Have classroom fees and packages available for tourism activities
 - Objective 2: Have a foundation set-up exclusively for the Innovation Center.

Research Focus Areas

Natural resources science and management

- Ecosystem Restoration: Emphasis on forest and range restoration both pre- and post-fire. Partner with NMHU to provide access to facilities while performing research on local sites (previously burned areas and research sites established with the USFS). Partner with NMSU range sciences to provide research facilities for visiting graduate students conducting research in northern NM. A special emphasis will include the Sustained Yield Management Unit located on the El Rito District (USFS). This is only one of two units in the U.S. that is specifically designated to provide resources for local communities.
- Natural Resources Sciences and Management: Emphasis will be on ecosystem management including watershed management, forest and range management, livestock management and restoration of ecosystems. A partnership will be developed with Carson National Forest (El Rito, Canjilon, and Tres Piedras R.D.) to establish research sites in the CNF. Wildland fire science, management, and ecology will be a key component of this topic area. The program will continue to use this facility as its primary center for all fire science courses and training. Partnerships will continue to be developed with land management agencies, including the BIA.

Agroecology

- Agroecology Research: Provide research opportunities to NMMC students in Sustainable Systems and Agroecology (A.S.) and Sustainable Agriculture (B.S.) programs. Develop partnerships with NMSU Alcalde Sustainable Agricultural Research Center to offer undergraduate and graduate student opportunities working with high elevation ecology-based crop production.
- Biochar research: A unique element of the agroecology work will involve the establishment of biochar studies to assess its use and effects on agricultural crops. This will be tied in with the use of wood products extracted from the SYMU.
- Sustainable Systems: Focus will be on permaculture and integration with agroecology and renewable energy. Garden, orchard, and other sites will be established and used for research, production (food to be used at the campus), and demonstration for public education and outreach. Permaculture operations will also be used for similar purposes. Sustainable construction techniques will focus on the adobe program.

LANL

- A partnership with Los Alamos National Laboratory's Earth and Environmental Sciences Division and other groups will be established to allow LANL researchers access to the station to establish research projects.

NASA - astrobiology

- NASA has established partnerships with other institutions in the U.S. to provide educational and outreach opportunities focused on astronomy and local cultural aspects (i.e., Navajo Nation). NNMC met with NASA representatives to develop a similar program at the El Rito Innovation Center. An observatory was built at the campus under an NSF grant which will be updated and used as a center-point of this program.

Biomass Utilization

- Renewable Energy: A demonstration facility for biomass utilization that integrates local resource use and management with biomass use will be established at the El Rito campus. An emphasis will be on education and outreach on the use of forest biomass resources as a source of renewable energy while integrating forest restoration practices. This will be tied in with the SYMU and research pertaining to levels of biomass extraction and ecological effects will be conducted.

Foreign Exchange Student Partner Facility

- Foreign student exchange program: An exchange program will be established with primarily Latin American countries to offer specific workshops or abbreviated courses for credit related to the topics above. Students from NNMC can participate in this program by attending partnering institutions and receiving credit for specific courses. Partnerships will be developed with participating universities offering similar programs in agroecology and natural resources science and management.

Geology Tours

- Rafting tours along the Rio Grande are currently being conducted by NNMC ES faculty and are being further developed with NMT faculty along both the Rio Grande and Rio Chama. These tours will be coordinated through the research station to be offered to academic institutions and the general public. Universities outside of NM currently use the El Rito campus as a staging area for driving tours of geological features in northern NM.

THE NORTHERN NEW MEXICO LAND POLICY AND ACEQUIA CENTER

The center will emphasize the scientific principles and merits as related to water use and land use policies in northern NM including acequia management and land grant issues. The center will provide resources for acequia users and land grantees including resources to assist in management decisions related to land and water use. The Research Station can also provide a pathway for integration of science-based practices with traditional water and land use practices in northern NM.

There are several partnerships that will be established to ensure the center operates effectively. One of these includes partnering with the *New Mexico Acequia Association* a statewide grassroots organization dedicated to protecting and strengthening acequia culture in Northern New Mexico. Partnering with them will be instrumental because of the array of educational opportunities this organization can contribute to the Acequia and Land Policy center. This organization meets regularly throughout Northern New Mexico; the center at El

Rito would be ideal and serve as a host center for periodic annual meetings. Encouraging local acequia associations as habitual users of the center will also be instrumental in its development.

A second partnership with the *New Mexico Environmental Law Center*, a public interest firm, would be effective in increasing the opportunities for local people to have access to low-cost legal services on environmental matters. The Acequia and Land Policy Center would serve as a unique meeting location for the center to convene with clients in a comfortable location with all the necessary resources. This could also be the host location for workshops related to legal matters concerning acequia, land grants, and other land-based litigation.

The center would also serve as a rural resource site for the *Ben Lujan Leadership and Public Policy Institute*. A direct relationship with the NM State Legislature would be effective in addressing local concerns related to acequia and land management in northern New Mexico. A variety of educational and career opportunities (scholarships, cooperatives, etc.) would be made available for student participation.

A relationship with the UNM Environmental Law School would also play a significant role in accessing literacy resources for this center as well as providing expertise guidance in legal cases. The UNM Law School has a state of the art library for legal resources open to the public. The center could access many of these resources for individuals, community members, organizations and make them available for use at the center.

In addition, representation from local land grants and public involvement would play a significant role in making the center successful. The merge of traditional knowledge with science-based principles would be critical in promoting a conservation based ideology in surrounding native communities.

THE CULTURAL HERITAGE, SUSTAINABLE TOURISM, & ECOLOGICAL EDUCATION CENTER

This Center will focus on three different elements. The first is that the center will be a host facility for tourism education in Northern New Mexico by providing workshops and seminars related to tourism activities. These include but are not limited to developing business assessments related to ecotourism activities, establishing personal development plans related to the tourism industry, and increasing industry knowledge related to increasing opportunities in tourism. This way the center will serve as an excellent resource center for tourism education as well as an avenue to tourism development.

The second is that the center will actually provide in-depth local cultural and ecological tours to interested groups, organizations, local schools, and tourists. The purpose of the tours is two-fold: one is to showcase the college's integral art programs including Weaving, Spanish Colonial Furniture Making, Retablo and Tinsmithing by providing the products as a tourist attraction, and two; to provide tourism education through adventure and experiential learning. The first of these series of tours will utilize the existing resources on the campus. Existing locations on campus include a weaving area with traditional looms and organic wools from the area, a wood-working shop with a full range of equipment for designing a unique style of handmade

furniture, and a dedicated room for retablo and tinsmithing along with necessary tools & equipment. Once developed and adjusted to standards under OSHA and other safety protocols, these three would be key locations for tourism of the center.

The second series of these local tours will be developed by establishing partnerships with local groups and agencies including the US Department of Agriculture, Tribal governments, The Valles Caldera National Preserve, the National Park Services, and local artists. Some examples of these tours include a tour describing the life and significant contributions of Aldo Leopold, a leading environmental conservationist in the environmental movement, while in his home in Tres Piedras, NM; tours of Ohkay Owingeh, Santa Clara, San Idelfonso, Pojoaque, Nambe, and Tesuque pueblos; and backpacking or day-hiking to local attractions such as forest trails, the Continental Divide trail, recreational areas, and local heritage sites. The Valles Caldera National Preserve and Bandelier National Monument would also be included as they are both cultural and ecological premier attractions in the local area. The center hopes to establish relationships with local artists in the area and provide studio tours featuring their artwork or other traditionally handmade items. If at some point, the center is integrated with a Language Immersion program, the aim would be to provide tours available in native languages depicting the inimitability of the area.

In addition to cultural heritage and tourism workshops, the third of these elements is that the tourism center will serve as a fully functioning retreat center for conferences and event services. Ideally the retreat center will be able to host training sessions for small groups as well as be able to provide services for week long conferences. A variety of meeting packages to fit organizational needs will be available at reasonable rates. A short description of event services is shown below:

Conference & Event Services:

- Training Sessions for small groups or week long conferences.
- Wireless Facilities
- Event Planning Consultation
- Banquet & Meeting Facilities
- Executive Boardroom
- Breakout Rooms
- Lecture Hall/Auditorium
- Teleconferencing
- Audio-Visual
- Catering Services

Retreat Services:

- Private Room Accommodations
- Meeting Rooms, Classrooms, Labs & Conference Space
- Audio-Visual Availability

- Concierge Services for additional services (including hiking trails, rock climbing area, mineral springs, massage therapy)
- Theatre for Private Events (plays, concerts)

This center will be integrated with the Research Station to offer educational workshops related to agroecology and natural resource management (resource management related to private lands and the SYMU). The program will be developed in partnership with the SBDC office at the NNMC Espanola campus. Students enrolled in this program can train while providing hospitality services to visiting students, researchers, and the public.

This center will also be integrated with the Acequia and Land Policy center in providing a meeting location to further develop sustainability land based practices in Northern New Mexico. The tourism center will serve as a meeting location for representatives for a variety of individuals, groups, and/or organizations.

The tourism center will maintain its focus and effectively practice the concept of Sustainable Tourism. The premise here is that the center will aim to meet the demands and needs of individuals, groups, organization and tourists, while still protecting and maintaining the cultural integrity of the area. The center does not intend to harmfully exploit the area with its goals and objectives, but rather work to increase educational and entrepreneurial opportunities for the area.

THE HOSPITALITY & CULINARY EDUCATION CENTER

The Hospitality and Culinary Center will be the main location for dining on campus. The goal is to create an atmosphere that will welcome all guests visiting the center. A transformation from a cafeteria style dining to a restaurant /banquet style facility would be appropriate. Open to the public, this facility could potentially generate some additional funding for educational activities taking place at the Innovation Center. With time and as other centers develop the goal of the facility is to use a variety of locally grown and organic foods in addition to offering an assorted menu selection.

The Hospitality and Culinary Education center will also concurrently serve as a workforce development training site and prepare students for the work place through training and experiential learning activities related to hospitality and culinary education. The experience will enable students to work for the institution in a hospitality or culinary related position to learn about the industry and further develop their professional and career goals. Providing individuals with the opportunity to be actively present in a work environment is one of the main goals of this center. This center will provide students with simulated and application activities where they will be required to use academic skills to solve problems encountered in a work environment. Various collaborations with the Northern Pueblos, local hotels/restaurants, Northern New Mexico College's Sostenga organization and commercial kitchen would be established. This would provide a training opportunity that would then prepare individuals for entry-level employment or post-secondary education programs in related fields.






Finally, the center will also be used to promote a variety of team-building activities that will encourage organizations to function as teams, enable cooperation in the work environment and strengthen relationships among individuals/groups/organizations. This could be achieved by allowing organizations to reserve the space for team building activities and integrate with regular operation of the facility.

EDUCATION & OUTREACH

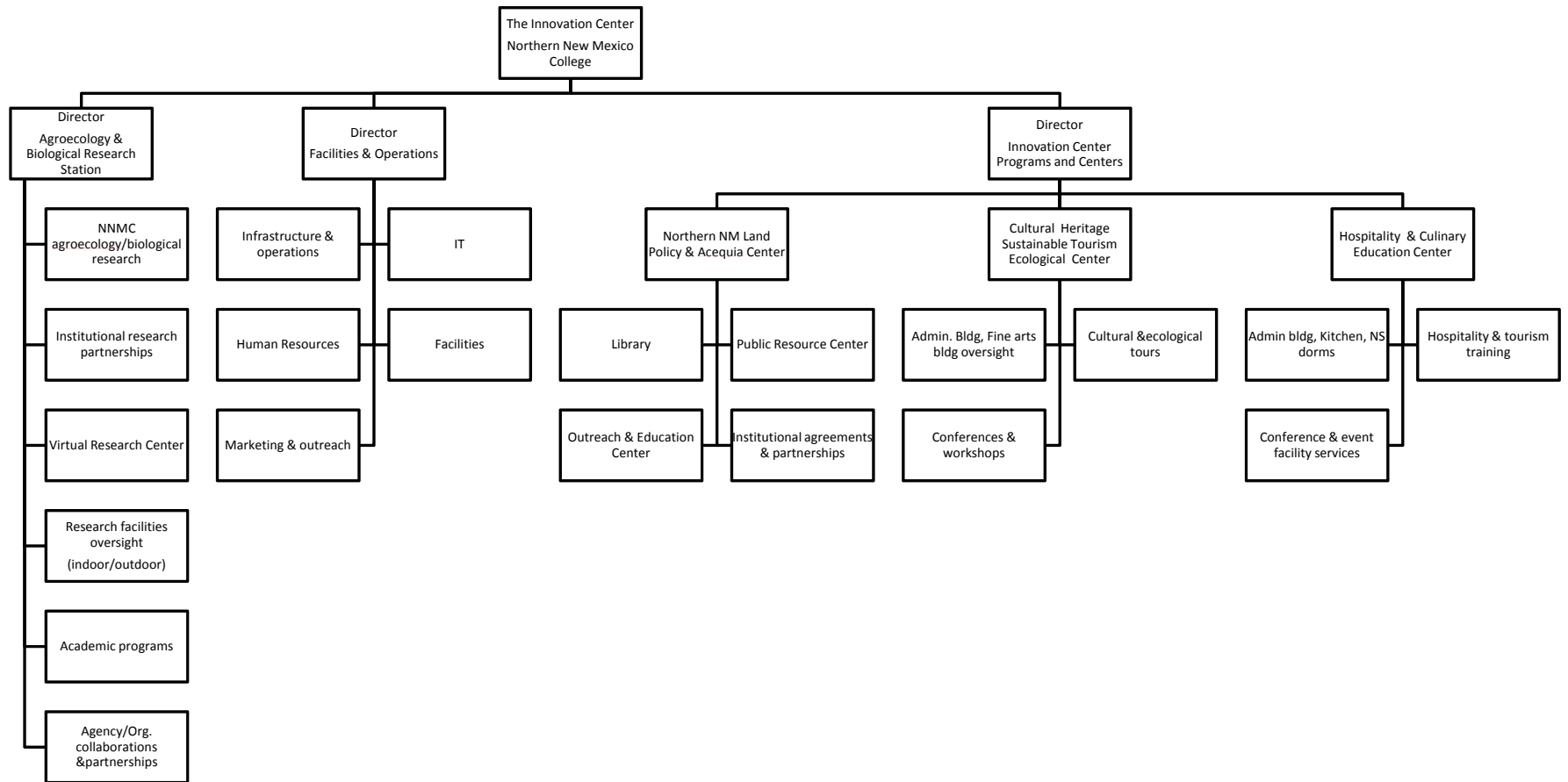
Educational and Outreach activities are vital to the Innovation Center and will take place in various ways. Some of the potential outreach activities included the following:

- Community workshops related to local tourism options, agriculture, land management, and environmental issues affecting regional communities.
- Integrate demonstration plots (agroecology on campus, restoration within CNF sites) for K-12 students, undergraduate students, and graduate students.
- Develop community gardens for demonstration purposes; tie in with culinary institute.
- Renewable energy demonstration site; initial focus on biomass utilization with further development of sustainable building practices (linked with adobe program)
- Host community breakfasts, lunches, and dinners with seminars on various focus area topics listed above
- Host foundation meetings and conferences; develop retreat and conference center and provide presentations related to focus areas
- Develop veteran memorial gardens, and other dedicated sites for visitors to experience (i.e., native species gardens, restoration sites, agriculture sites)
- Resort-style approach of research station tied in with management training facility for students

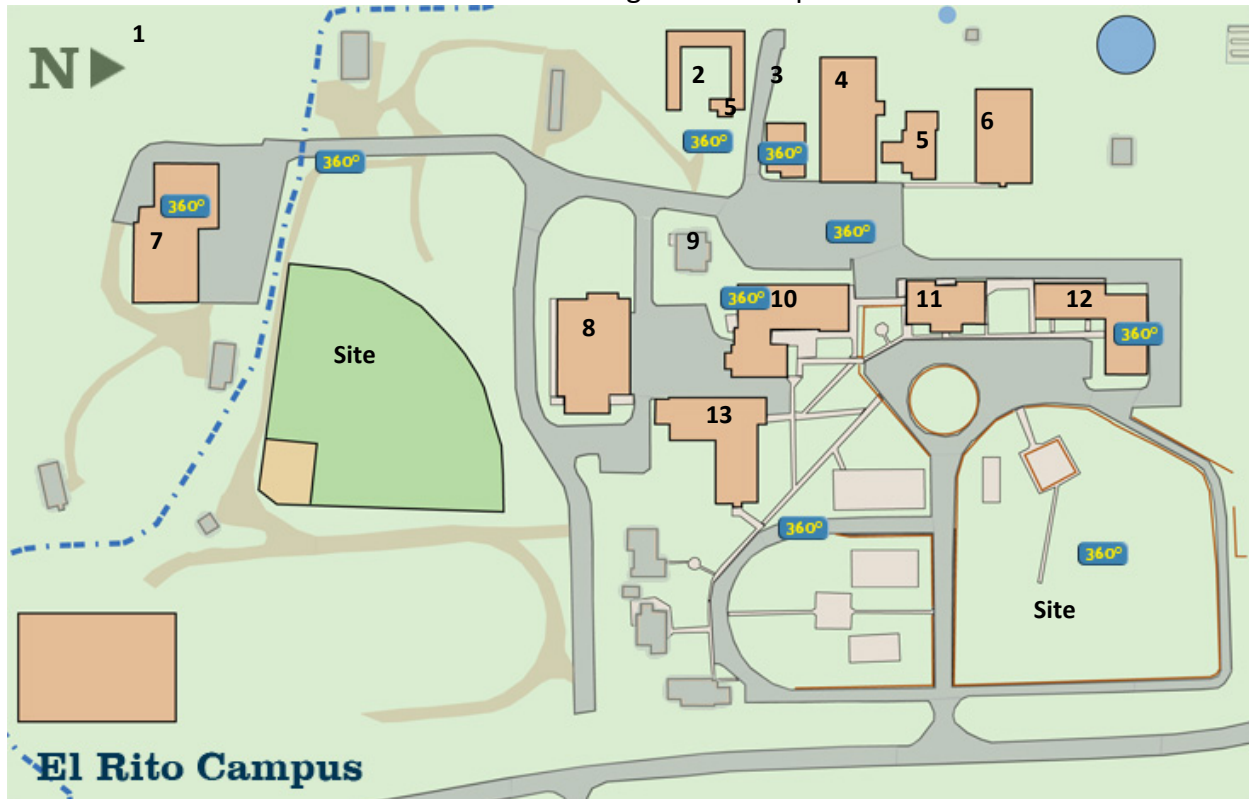
PROJECT DEVELOPMENT AND IMPLEMENTATION SCHEDULE

<p>Phase I</p> 	<p>11.1.2011</p>	<p>12.31.2011</p>	<p>Project Initiation:</p> <ul style="list-style-type: none"> ▪ Identify Initial Funding Opportunities. ▪ Prepare Preliminary Development & Sustainability Plan including Mission, Vision, Core Values, Goals and Objectives. ▪ Preliminary draft reviewed by
<p>Phase II</p> 	<p>1.1.2012</p>	<p>12.31.2012</p>	<p>Project Planning & Development:</p> <ul style="list-style-type: none"> ▪ Develop Feasibility Study to include Business/Marketing Plan. ▪ Develop Action Plans. Establish Organizational Staffing Plan. ▪ Establish Interim Management Assignments for Phase 1. (Director of Research Station 10% in Phase 1, 25-50% in Phase 2, and 100% in Phase 3) ▪ Identify Partnerships, Collaborators, &
<p>Phase III</p> 	<p>1.1.2013</p>	<p>12.31.2013</p>	<p>Project Execution:</p> <ul style="list-style-type: none"> ▪ Obtain Research Station status with OBRS. ▪ Full Implementation of Action Plans. ▪ Research Station Partnerships Established. ▪ Program and Education Centers Partnerships Established. ▪ All Research Facilities operational. ▪ All Conference Event Facilities operational. ▪ Resource Centers fully operational.
<p>Phase IV</p> 	<p>1.1.2014</p>	<p>12.31.2014</p>	<p>Project Monitoring & Implementation:</p> <ul style="list-style-type: none"> ▪ Research Station and resources available for full implementation (grant support, NNMC support, other forms of support) ▪ Conference and Education Centers in full operation and available for full implementation through forms of support. ▪ Thorough financial review of research station, all programs & centers
<p>Phase V</p> 	<p>1.1.2015</p>	<p>12.31.2015</p>	<p>Project Fully Implemented</p> <ul style="list-style-type: none"> ▪ Research station and all programs and centers in full operation.

El Rito Innovation Center Organization



FACILITY AND SITE PLAN – Infrastructure Oversight & Development



*Map Retrieved November 2011 www.nnmc.edu.

Key to Infrastructure and Oversight

1. Research Station – Telescope (new development)
2. Cultural Heritage - El Pueblito (remains as is some new developments)
3. Cultural Heritage Weaving Arts
- 4-6. Research Station - Plumbing & Electrical Bldg. to Agroecology and Natural Resource Labs (complete cleanup and removal to create labs)
7. Cultural Heritage -Spanish Colonial Furniture (Meet to comply w/OSHA standards)
8. Hospitality -Grant Gym – Recreation Center (some new developments)
9. Research Station - Student Center to Research Station Library (new developments)
10. Hospitality & Culinary Education - South Dorm, Library, Kitchen, and Cutting Hall – (remains intact with some new developments)
11. Hospitality & Culinary Education/Research Station - Delgado (Admin) Building – Office and Meeting Center (remains intact with some new developments)
12. Hospitality - North Dorm (remains intact with some new developments)
13. Research Station/Hospitality - Jaramillo Hall – Classrooms, Office Facilities, Event Center Facilities, Break-Out Rooms for Conference Sessions

*Indoor/Outdoor Sites and property developed as needed for Agroecology and Biological Research Station.

Northern Pueblos Institute Strategic Plan 2012-2017

Mission: *Nah Poeh Meng, On the Continuous Path*

The mission of the Northern Pueblos Institute is to cultivate student leadership and support tribal capacity building to be a successful Native American in the 21st century.

NPI was established through a Memorandum of Agreement between the Eight Northern Indian Pueblos Council and Northern New Mexico College to improve tribal communities, the College, and serve as the point of contact for tribal affairs. NPI is also charged with the development and direction of the Pueblo Indian Studies degree and courses, which is one of the three emphases within the existing Bachelor of Arts in Integrated Studies.

American Indian Affairs

The Northern Pueblos Institute is housed within the American Indian Center and includes the American Indian Affairs office. Recognizing the unique educational needs of American Indian Students, the American Indian Affairs office role is to serve American Indian students needing academic and personal support to enter college and to help them be successful in college. This office strives to increase American Indian enrollment, retain students in college and help students through graduation. The AIA office works with the college community to ensure cultural sensitivity; promote partnerships with the tribes to meet educational needs of their community; seek outside resources for the benefit of students; and ensures that American Indian students receive services on campus that will help them be successful in college and in their career. Both the American Indian Affairs and the Northern Pueblos Institute work collaboratively; the former being more focused on student success initiatives and the latter being academically focused.

American Indian Center Advisory Board

The American Indian Center Advisory Board includes representatives from the eight northern pueblos, current students, Northern Alumni, Adjunct Faculty in Pueblo Indian Studies and community partners. The role of the Board is to provide input regarding the direction of the Center's programming, share information among Indian education stakeholders and assist with the content of Pueblo Indian Studies courses.

Pueblo Indian Studies

Pueblo Indian Studies is committed to providing a historical foundation by integrating the unique cultural perspectives of pueblo nations and its people. Pueblo Indian Studies is situated among the academic fields of Indigenous Studies and Native American Studies that are committed to providing the context and critical thinking skills that best protect the integrity of indigenous peoples. The proposed minor in Pueblo Indian Studies not only stresses sound academic preparation in the classroom but also encourages students to interact and conduct meaningful research with tribal governments, organizations, and communities with whom Northern continues to form strong partnerships.

Goal 1: Develop programs, degrees and curriculum that meet student needs.

- Establish a minor in Pueblo Indian Studies. There is draft proposal submitted to the Curriculum Committee that includes 18 credit hours for a minor in Pueblo Indian Studies. The minor in Pueblo Indian Studies provides students a foundation to pursue and connect BA and BS degree programs in areas such as Biology, Business, Education Environmental Science, Fine Arts and the Humanities.
- Continue to refine PIS content courses, senior seminar, research methods courses in areas that are current in the field and relevant to tribal communities.
- Facilitate the Pueblo Indian Studies (PIS 245) language component for students and the college through a series of agreements between each of the tribes and the College.

Goal 2: Recruit and retain faculty who are committed to excellence in teaching, scholarship, and service toward Pueblo Indian Studies and Northern New Mexico College.

- Create a professional development plan for adjunct faculty in Pueblo Indian Studies to finish terminal degrees (currently two Adjunct faculty in graduate programs);
- Develop and produce scholarship in Pueblo Indian Studies;
- Continue to research and publish in the areas of Pueblo Indian Studies; (manuscript under review with Rio Grande Press);
- Encourage scholarship and professional development related to effective teaching;
- Present ongoing research in Pueblo Indian Studies at community and professional associations;

Goal 3: Recruit and retain students in Pueblo Indian Studies

- Develop a system of intrusive advising between PIS, academic advisors and faculty advisors;
- Publicize information on PIS courses, campus projects and outreach to local tribes;
- Continue to offer PIS dual credit courses at the Santa Fe Indian School;
- Offer linked courses in Learning Community Courses

Goal 4: Create a culture of learning and collegiality within the college and across academic and professional associations

- Co-organizer for the *Historias de Nuevomejico* conference, El Rito Oct 12 & 13th
- Organize a series of PIS student panels for public presentations;
- School for Advanced Research, Pueblo Indian Studies conference, Oct 25 & 26th
- Develop partnerships with other Indian education stakeholders (UNM Alfonso Ortiz Center, Tewa Women United, Eight Northern Indian Pueblos Council, New Mexico Tribal Higher Education Commission, Santa Fe Indian School) that focus on community support for students success and the mission of NPI;

Goal 5: Ongoing Professional Development

- Support American Indian Affairs to engage in professional development in the areas of mentoring, outreach and pursuing advanced degrees;
- Mentor the American Indian Center administrative assistant to receive professional development training in the areas of outreach, advising and web development;
- Support the NPI Director to create and pursue professional development in the areas of administrative roles, campus responsibilities, faculty teaching and committee assignments;
- Collaborate with the Office of Diversity and Equity to create a larger campus awareness and presence that fulfills the mission of Northern as both a Native American Serving Institution and Hispanic Serving Institution;
- Partner with Grants Office to identify resources to support NPI projects and student initiatives

Academic Support Strategic Plan 2012-2017

General Statement from Council for the Advancement of Standards (CAS) in Higher Education:

Student support services programs in higher education are dedicated to promoting learning, personal development, and retention for college students. Effective programs and services for students require practitioners who understand the foundations of higher education, the educational value of academically enhanced student affairs programs, and the standards of professional practice; can create and implement environments that are conducive to student learning and development; and are able to provide students with viable systems that encourage and enhance learning and personal development. To be effective, these programs must be well organized and professionally administered.

Academic Support Services: Mission Statement

The primary goal of Northern New Mexico College's Academic Support Services is to collaborate with undergraduate students in becoming efficient, independent learners. Our program components of academic counseling, peer tutoring, distance education, dual credit, the Summer Bridge and First Year Experience Program and services for students with disabilities are designed to engage students in developing effective learning strategies and skills to enable them to enjoy academic success and graduate from Northern New Mexico College.

Academic Support Services: Vision Statement

The Academic Support Services vision is to foster and sustain a productive "culture of achievement" at Northern New Mexico College by emphasizing positive values of academic excellence and student achievement based on the efficiency of administrative and academic support units as this process pertains to student development and/or the sustainability of the institution and become the focal point for promoting sustainable environmental educational technologies
In accomplishing our mission, we support the mission of the college.

Goals

Goal 1. To oversee the definition, review, revision, and implementation of policies and procedures that help maintain an administrative and academic support services assessment process at Northern New Mexico College.

Goal 2. To assist administrative and academic support units with assessment of student development and/or sustainability of the institution by reviewing the quality of, and providing feedback on, academic support services.

Goal 3. To recommend appropriate actions to the Provost and college administrators that are critical for sustaining the assessment process at Florida Tech.

Organizational Guideline:

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

- Center for Institutional Advisement – which includes: GED/Veteran’s Advisement; ARC and oversight of the college’s student advisement group including grant funded programs that have an advisement component.
- American Indian Center – NNMC AIA office strives to increase networking with various organizations and resources throughout the State of New Mexico. Through American Indian commissions throughout the State, we try and stay abreast to the issues facing tribal education departments and the tribal people.
- Accessibility Resource Center -
- Dual Credit – outreach program whose main purpose is to recruit interested high school juniors and seniors in attending Northern to earn college credit in academic and career technical programs.
- Student Success Center – this multi-purpose campus facility serves many roles including: campus placement testing (COMPASS, CLEP) serves as a student computer lab; and serves the development studies program.
- Distance Education – The Northern New Mexico College Distance Education department supports both students and faculty in the use of educational technologies and emerging content delivery methods that reduce, and in some cases eliminate, the need to be in particular locations at set times to receive and deliver instruction. Our primary method for supporting a culture of quality student learning is through the delivery of effective, timely, technological support to all students and faculty who request it.
- Summer Bridge & First Year Experience Programs: The Northern New Mexico College **First Year Experience** and **Summer Bridge** programs were initiated in Spring 2011 with resources funded through a federal Title V grant (the Éxito initiative) in our attempt to address evolving needs of students in their earliest years of college work. The First Year Experience Program provides support for students as they enter and move through their undergraduate education at NNMC. We challenge students intellectually, employ community-building strategies, spark new interests, open dialogues, and promote active learning through questioning, discovery, collaboration and exploration. We help students understand the values and organizational systems that permeate college life and guide them as they transition into the college community toward their degree. The program helps students establish connections at NNMC, develop skills necessary for academic success, gain familiarity with campus resources, develop leadership and teamwork skills, access and apply information, and become independent learners.

Organizational Goals – Tasks

The following narrative describes how each department/program will support the Mission/Vision of Academic Support Services:

Institutional Advisement – Responsibility, Director of Institutional Advisement

- American Indian Center:
 - Annual Objectives
 - Reaching out to tribal communities as a resource (i.e. hosting a tribal conference on campus).
 - Showcasing our American Indian student achievements in areas of education (i.e., hosting a one day American Indian student symposium)

- Implementing strategies to affect university culture to increase American Indian student involvement and advocacy.
 - Expected Outcomes – 2 – 5 years
 - Increased community-based educational opportunities (more collaborations with outside entities, such as our LANL Environmental Monitoring Program).
 - Increased Native Student enrollment in disciplines deemed critical to tribal development
 - Establish formal communications and coordination network to ease the transition of American Indian students entering Northern New Mexico College.
 - Establishment of more scholarships for our native students.
- GED/Veteran’s (Testing and Advising)
 - Annual Objectives
 - Hiring A GED/Veteran’s alternate to assist in the administration of GED testing.
 - This would allow for increased GED Testing with community outreach about the importance of GED testing as a pathway to college.
 - Veteran Advising to remain constant advising fifty veterans on a yearly basis.
 - Expected Outcomes – 2 – 5 Years
 - GED testing will go entirely online in 2014 thus creating a need for testing center established to handle GED Testing.
 - Propose that veteran’s certification be moved from Veteran advising to Financial Aid most colleges have made this change.
 - General testing (GED, CLEP, Dantes, Compass, etc.,) should be done in a Testing Center established within the Student Success Center.
- Accessibility Resource Center
 - Annual Objectives
 - There is a long – standing need for clerical support for Advisement, Accessibility and GED/Veterans.
 - Redesign plans need to include a large office for Accessibility and an attached room for testing. Accessibility is important for students with physical disabilities and often parents, attendants, and advocates come with the student.
 - Computer equipment/ assistive software technology is outdated and barely meets ADA requirements.
 - Furnishings in the ARC and throughout the advising department are old and of inferior quality and need immediate replacement.
 - Expected Outcomes – 2 – 5 Years
 - The Student Success Center redesign must include accessibility for physically challenged students.
 - Create an accessibility committee as part of the diversity committee to proactively address issues and examine policy changes, ADA requirements, building renovations, etc.,

Distance Education – Responsibility, Director of Distance Education

- Annual Objectives
 - Reducing the student need for support by anticipating their needs, and working to include all manner of learners from our geographically dispersed and richly diverse cultural community.
 - Scheduling flexible support services that meet the needs of students with constraints of time due to work, family, and cultural commitments.
 - Overseeing and supporting the development and design of transfer, career and developmental courses to insure comparability of distance education courses with courses delivered in the traditional manner.
- Expected Outcomes – 2 – 5 Years
 - Promoting faculty development and training in the use of educational technologies and alternative methods of delivering instruction.
 - Making effective and innovative use of educational hardware, software and web services to develop and deliver Internet, web-enhanced and interactive videoconference courses.
 - Ensure quality instruction in all distance education classes through assessment.
 - The Distance Learning Program projects growth increases over the next five years of 2% based on enrollment growth at Northern New Mexico College.

Dual Credit – Responsibility, Director of Dual Credit

- Annual Outcomes
 - Provides access for students and promotes their success and goal attainment.
 - Offers occupational/technical programs that are responsive to the needs of students and employers.
 - Provide curricula that allows Dual Credit Students the opportunity to earn two-year degrees/certificates and offers a pathway to earn a four year degree at Northern New Mexico College.
- Expected Outcomes – 2- 5 years
 - Enables students to strengthen general skills, conceptual abilities, and values needed to function competently in the community, workplace and diverse world.
 - Increase Dual Credit Student enrollment 2% per year through 2017.

Student Success Center – Responsibility, Coordinator, Student Success Center

- Annual Objectives
 - Provide excellent customer service for students/faculty/staff regarding access to the Student Success Center.
 - Supervises the SSC Technician, tutors (peer and professional) and work study students and coordinates all of their activities in consultation with instructors and staff.
 - Coordinates Course Placement Evaluation Testing in consultation with Math and Humanities Departments, Office of Accessibility Services, and the Director of Institutional Advisement.

- Expected Outcomes – 2-5 Years
 - Actively participates in ongoing plans / discussions for the re-development of the Student Success Center into the “hub” for all student centered academic support services.
 - Participates in the planning/renovation of the Student Success Center with other college departments/programs.
 - Provides long range planning for improving current testing of GED, CLEP, Dantes, Compass by working closely with the Director of Institutional Advisement.

Implementation and Monitoring

There are five principal administrative tasks that shape an administrator’s action agenda for implementing strategic planning. In general, everyone within the organization has to ask, "What is required for us to implement our part of the overall strategic plan and how can we best get it done?" The following is taken from Ryszard Barnatt and “The Nature of Strategy Implementation.” [<http://www.strategy-implementation.24xls.com/en100>]

1. **Building an organization capable of executing the strategy.** The organization must have the structure necessary to turn the strategy into reality. Furthermore, the academic unit’s personnel must possess the skill(s) needed to execute the strategy successfully. Related to this is the need to assign the responsibility to accomplish key implementation tasks to the right individuals or groups.
2. **Establishing a strategy-supportive budget.** If Academic Support Services is to accomplish strategic objectives, the college’s administration must provide the people, equipment, facilities, and other resources to carry out its part of the strategic plan. Further, once the strategy has been decided on, the key tasks to perform and kinds of decision required must be identified, formal plans must also be developed. The tasks should be arranged in a sequence comprising a plan of action within targets to be achieved at specific dates.
3. **Installing internal administrative support systems.** Internal systems are defined as policies and procedures to establish desired types of behavior, information systems to provide strategy-critical information on a timely basis, and whatever inventory, materials management, customer service, cost accounting, and other administrative systems are needed to give the organization important strategy-executing capability.
4. **Devising rewards and incentives that are tightly linked to objectives and strategy.** People and departments of the firm must be influenced, through incentives, constraints, control, standards, and rewards, to accomplish the strategy. In addition, periodic review of Academic Support Services strategic plan will identify gaps and weaknesses that can be addressed during the life of the strategic plan. For example Academic Support Services will conduct a thorough review during year two making adjustments if needed making a report to college administrators as to what was done to achieve the original goals set out in the strategic plan.
5. **Exercising strategic leadership.** Strategic leadership consists of obtaining commitment to the strategy and its accomplishment. It also involves the constructive use of consensus building support for the strategy.

Ben Lujan Library Strategic Planning 2012-2017

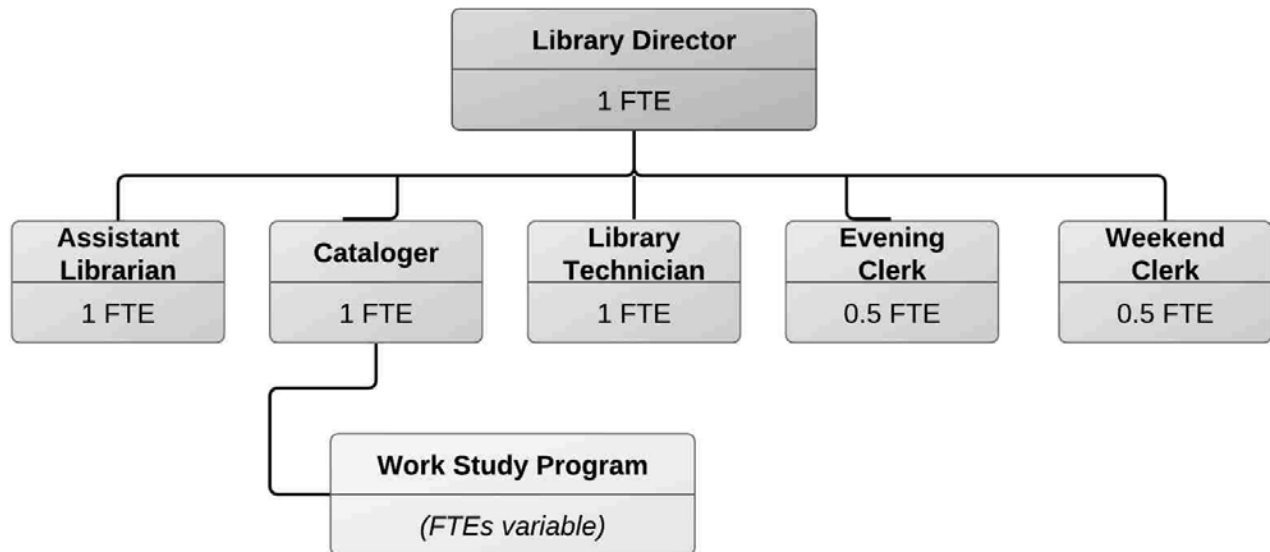
Mission Statement

The Library's mission is to support the curriculum needs of faculty and students and to provide an environment that is conducive to teaching and learning. It seeks to provide access to information within a learning environment by collecting, organizing, preserving, and disseminating information for the college community.

Vision Statement

In 2 to 5 years, the Library will be benefitting from the increase in space and amenities provided by the building addition set to complete in 2012, and we envision providing more programming, in-depth tutorials, and instructions. In 2 to 5 years we would also like to have a more independently themed website that provides enhanced content of static, dynamic, and multimedia qualities. It is our vision to compete with the technology and collection development achievements of libraries in our peer institutions.

Organizational Guideline



With our current allotment of 2 full-time professional positions, 2 full-time paraprofessional positions, 2 part-time paraprofessional positions, and a few work study positions covering the 66 hours that we are currently open during an in-session week, our organization is efficiently run by a strict adherence to job duties. The staff is headed by the Director, and work study students are directly supervised by the Cataloger. All staff is held accountable for their duties as time management is critical for 6 employees managing a library that serves the information needs of more than 1500 FTEs. To adhere to our vision, we will need to convert our vision into smaller goals and delegate based on education, training, and interests so that no one is unduly overwhelmed. To expand and improve our current offerings to a level that competes with our peer institutions, we will require additional staff.

Goals

Goals developed by our recently retired director are detailed below:

1. Establish student library fees

- **Objective:** Including a library line item in the student fees as an additional source of revenue for the library will help us to offer more specialized databases/services for research and more tools for programming
 - **Task 1:** Bring this up in future financial planning meetings to find the best ways to go about implementing a library allocation in the student fees
 - **Task 2:** Attend future student senate meetings to publicize the library's services and ensure that we have student support for increasing our funding, and subsequently, our programming

2. Increase human resources by a minimum of two additional professionals (MSI/MLS-holding) and two additional support staff

- **Objective:** We currently have 2 professional (MSI/MLS-holding) positions allocated for more than 1500 FTEs at a ratio of more than 750 FTEs to every professional librarian. Our peer institutions (e.g., Western New Mexico University, Eastern New Mexico University, New Mexico Highlands University, etc.) maintain ratios closer to 500:1. Additional professional staff will expand our instruction and programming offerings as well as enhance our collection development for both print and digital materials. Additional support staff will allow the professional staff to focus more on improving information services. Total staff numbers would also better compete with our peer institutions.
 - **Task 1:** Continue to lobby for more professional and paraprofessional staff as we have a strong case for increasing our staff numbers
 - **Task 2:** Support each other's endeavors in professional development. Until we can increase our staffing numbers, it is in our best interest to ensure that the current staff is as educated and well-trained as possible to provide excellent services to the faculty, students, and staff at the college

3. Increase library budget to include 4-5% of the total I&G budget

- **Objective:** This number more closely reflects the budgets allocated to the libraries at our peer institutions. Increased funding would assist us in acquiring more professional and support staff and providing more materials in print and online.
 - **Task 1:** Lobby for an increase in our budget to better compete with our peer institutions. To this end, we will plan programming and propose expanded database and collection development offerings that will proactively justify the increase

4. Increase library-oriented student assignments to produce more research projects

- **Objective:** We would like to encourage faculty to assign projects that require the use of library services so that students are better prepared for graduate studies and develop source evaluation skills that will assist them both in their current and future classes as well as the workplace.
 - **Task 1:** Maintain a visible presence at faculty convocations to promote our services

- **Task 2:** Reach out to more faculty throughout the semester for input in collection development and to ensure that we are doing everything we can to encourage faculty and students to use the library's collections

5. Add a copy machine that utilizes pre-purchased cards so that the machine maintains a record of the running balance and library staff do not have to collect money

- **Objective:** Automating the copying services would allow staff to focus more on providing quality reference and instruction services.
 - **Task 1:** Research feasible options to this end and prepare proposals so that when money is available we will be ready to act on this goal

Implementation Strategy

Many of our goals are dependent upon additional funding, but we are planning ways to expand our programming and web-based content in the meantime through the collaboration of professional and paraprofessional staff. We will be looking at schedules and prioritizing goals in order of feasibility with current resources.

Periodic Monitoring of the Plan

The director will continue to oversee the implementation and monitoring of the strategic plan with schedule flexibility in mind. The department has begun a weekly staff meeting and the strategic plan will be consulted regularly to ensure our complicity.

Assessment and Accreditation Strategic Plan 2012-2017

Systems Portfolio Committee

The major strategic planning priority for 2012-13 is to complete the Systems Portfolio for review by HLC in June, 2013.

Accreditation Council

The plan for the Accreditation Council is for the Deans of each college to participate as a member, and/or to designate a representative. Meetings will occur monthly to discuss outside accreditation and responsibilities for reporting to HLC by college. The major priorities for 2012-13 involve NCATE accreditation and accreditation for the Bachelor's in Business Administration.

Student Learning Assessment Committee

The plan for the Student Learning Assessment Committee is for the committee to remain an institutional committee, and to have a membership of a minimum of one faculty from each college. This person will be designated the 'assessment' person for that college, will have administrative rights to WEAVE; will report to the Director of Assessment and Accreditation. The goal of this committee is twofold; one, to monitor assessment efforts within each college; and two, to allow the committee members to improve their assessment skills by collegial interchanges with other department's assessments. The major priority for 2012-13 is to prepare the Core Competencies report for HED by Sept. 30, 2012.

General Education Assessment Committee

The plan for the General Education Assessment Committee is for the Director of Assessment and Accreditation to sit on the committee as an ex officio member, as this committee is a faculty committee. The duties of the General Education committee are broad and involve examining current general education courses in line with academic standards and to ensure that transfer credits are comparable. The committee assists the Director of Assessment and Accreditation in reporting on Core Competencies annually to the New Mexico Department of Higher Education. Membership on this committee is determined by the Faculty Senate.

Assessment Plans

To address the concerns expressed in the HLC focus visit report from Nov. 14-15, 2011, there is evidence that demonstrates that further institutional attention is required in the area of assessment.

A review of WEAVE online program learning outcomes and annual Student Learning Reports, as well as interviews with faculty, the Assessment Coordinator, and the Dean of Arts and Sciences suggests that the WEAVE system and current requirements for program and course reporting on a majority of outcomes every year could be streamlined. Reviewing and revising the structures and reporting timelines for assessment could lead to a less complex and more manageable process, further increasing sustainability of the assessment program. The AQIP quality improvement processes and Action Projects may provide a foundational tool for streamlining the program.

All programs should engage in a complete cycle of assessment (e.g., defining learning outcomes, collecting data, and making improvements based upon data). While many program faculty indicated that they understand the need to fully implement assessment for their programs, implementation of the complete cycle of measurement including analysis and reporting is uneven. For a strong and comprehensive assessment program, all degree programs must identify appropriate learning measures of their outcomes, develop a manageable process for analysis, and participate in a reporting cycle which can inform improvements.

Assessment of general education outcomes is progressing. Three years ago, the General Education Committee began investigating general education and what it should look like. Working within the state mandates for five general learning areas, the committee members had multiple conversations around the question: "What should every student on campus know?" Those conversations, coupled with the analysis of annual reports for courses in the core areas (communication, mathematics, lab science, social and behavioral, and humanities and fine arts) have led to improvements such as the creation of the first-year experience course and implementation of a professional development course for faculty focused on teaching principles for writing intensive courses.

The General Education Committee works within the constraints of required state standards for general education while honoring the unique needs of NNMC. Furthermore, there is no department of General Education per se; no single individual functions as department chair or team leader to coordinate these activities.

The focus visit report suggested the following as priorities for the Assessment plan for Northern:

- Continue to identify valid, appropriate, and practical measures of learning for general education outcomes.
- Participate in conversations with leaders at the state level to change the need to comply with state mandates for assessing all areas of GE every year to a more manageable process which meets the needs of NNMC and accomplishes the spirit of the state requirements.

HED Reporting Cycle/Core Competencies Report, 2012

Background.

In Fall, 2007, the NNMC Student Learning Achievement Committee (SLAC) developed a five-year data reporting sequence and annual improvement cycle for the assessment of Common Core courses. The five-year reporting sequence is as follows:

- Area I Communications in AY08.
- Area II Mathematics in AY09.
- Area III Lab Sciences in AY10.
- Area IV Social and Behavioral Sciences in AY11, and
- Area V Humanities and Fine Arts in AY12.

The annual improvement cycle for each area of the Common Core included the following:

- Align competencies and measures in a faculty workshop in summer.
- Teach assess, and gather data in fall.
- Input findings and analysis in our assessment management system in early spring.
- Develop program improvements (and formalize curriculum changes prior to the development of the College Catalog) in late spring, summer, and the year following.

Purpose.

Rather than simply starting the cycle over, and reporting on Area I Communications in AY12, Area II in AY13, Area III in AY14, and Area V in AY15, to continue with this process of continuous improvement, the NNMC assessment director would like to propose a comparison. A comparison between the assessments as originally conducted, and a new assessment conducted in each year would greatly increase our understanding of the assessments. Using a comparative case study approach to improve the quality of our core courses, we would like to use the data collected in the original reporting year, and collect data in the next year of the cycle, and to compare them. This will allow NNMC to see (1). how far we've come, (2). what still needs to be accomplished, and (3). how the assessments and/or the curriculum, instructional delivery, and/or student evaluations have changed over time. We propose to compare Area I assessments in AY08 to Area I assessments in AY12, for the AY12 report, and so on.

Methods.

While the comparison will be made between two discrete points in time, technically it is a comparative case study, rather than a true 'longitudinal' comparison because we collected and reported anonymous, aggregated data and have no way to re-create a true longitudinal sample by linking students present at both times. Instead, we will compare the aggregated data between two cohorts. Thus, the comparison is a comparative case study. This should still yield valuable information, as our unit of analysis is the course, rather than the student.

This study would examine changes to the program in the three-year span, and determine whether the changes created improvements or not.

Assessment Day

Assessment Day is held every October. The purpose is to disseminate information about assessments, and to provide professional development. The speaker last year was Dr. Susan Murphy, of Central New Mexico College, who provided information about cultures of assessment. Presentations were conducted by members of the faculty (see Exhibit A. below). Next year's assessment day will likely be in the form of workshops, aimed at the specific needs and action plans of the departments.

Next year's assessment day will likely be in the form of workshops, aimed at the specific needs and action plans of the departments

Student Satisfaction and Other Surveys

The Office of Institutional Research plans a cycle of Noel-Levitz and other surveys to take place in a regular interval to allow comparisons between earlier surveys and between Northern and the other Four-year colleges in the area. The Director of Assessment and Accreditation has two major surveys; the faculty/staff to be administered each year at convocation and the alumni survey administered every year at the alumni reception during convocation rehearsal.

The SLAC committee was construed as a co-cooperative learning assignment; the team members were assigned specific departments, and asked to meet with the departments and/or representative to discuss issues, concerns, and goals. The plans for 2012 were developed in collaboration with the departments. Positive results obtained, such as (a). Persons on the committee with excellent assessment skills were able to share their expertise with other committee members and with the

departments in question, and (b) The importance of targeted assessments was emphasized, and buy-in from the various departments was thereby enhanced, increasing the likelihood of follow-through.

Immediate Accreditation Goals (2012)

- Systems Portfolio Review
- Stipulations
- Post-Baccalaureate Courses
- Business Administration BA
- BMUS accreditation
- New Criteria for Accreditation (HLC)
- AQIP Action Projects

Pertinent Timelines

JUNE 2012-2013--Portfolio Systems Appraisal

Writing and planning the systems portfolio for Northern will be the main initiative for the coming year, see analysis below. Plan must strategize two main concerns:

- convening a committee
- address new criteria for accreditation

December, 2011-12-- Action Projects (AQIP)

Three Action Projects must be active at all times, must be reviewed annually in either June or December, with new ones active immediately. Thus, new action projects must be approved by Accreditation Council, Systems Portfolio Committee, President, and the Board of Regents on or before the November BOR meeting in 2012. Current Action projects are:

- Alumni Association Organizing
- Graduation/Campus Climate Surveys
- Safety and Security

Office of the Registrar and Institutional Research Strategic Plan 2012-2017

Mission:

The mission of the Office of the Registrar and Institutional Research is to support the academic mission of the College; to ensure the integrity, confidentiality, and security of educational records; to interpret and implement academic policies; to collect and report accurate data pertaining to the College; and to meet the academic needs of students, faculty, and staff by providing quality services.

Vision:

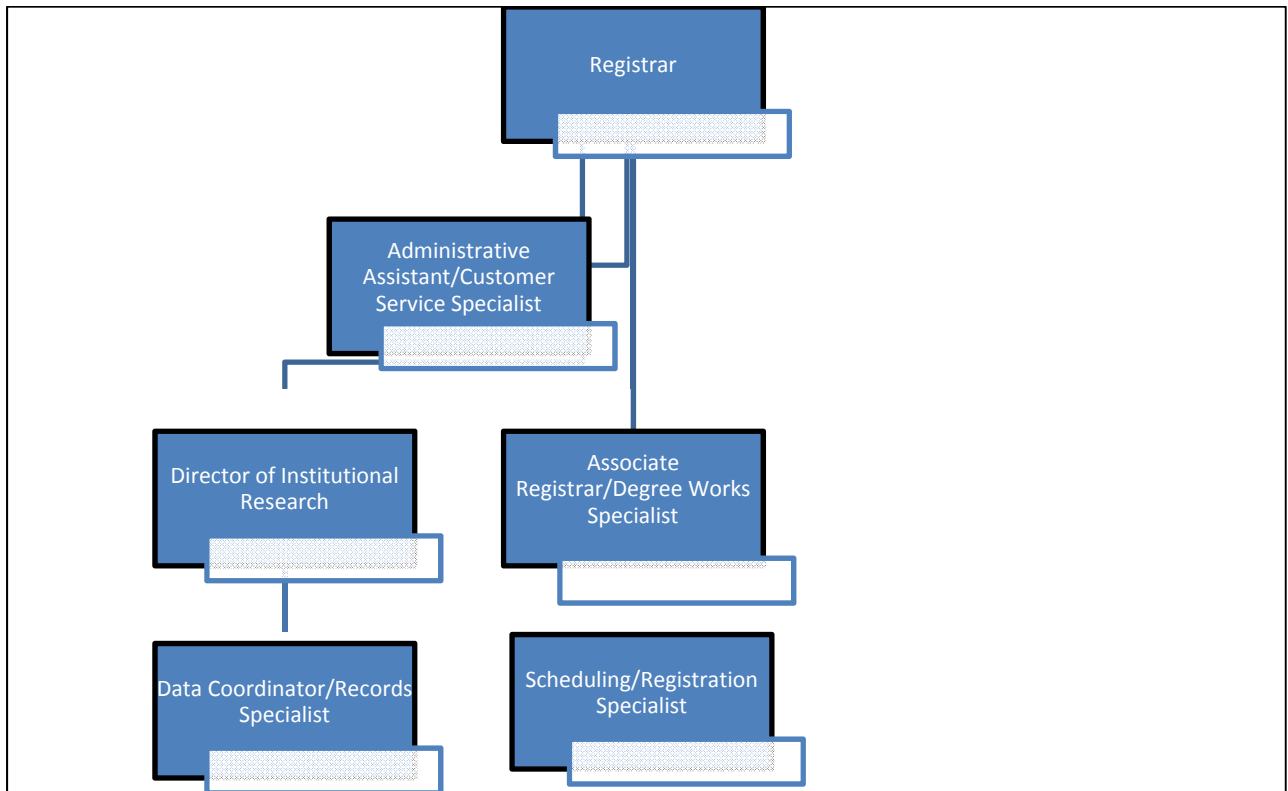
The Office of the Registrar and Institutional Research aspires to continuously improve

1. service to students, faculty, staff, and alumni in relation to the development of course-related information, enrollment, registration, grade reporting, and graduation that is accurate, timely, and professional
2. functioning as a liaison between the academic units and the administration related to the implementation, enforcement, and monitoring of policies regarding academic information and practices
3. leadership in the efficient and cost-effective securing of all education records as they are defined under the Family Educational Rights and Privacy Act (FERPA)
4. institutional reporting to state and federal agencies, national statistical surveys and questionnaires, and related professional organizations as well as timely response to internal requests for institutional data
5. development, coordination, and maintenance of electronic archives, management reports, and critical indicators
6. methods of reviewing and auditing records to verify the accuracy of institutional data definitions and integrity as well as coordinating with others to ensure that data are accurately collected, updated, and maintained
7. systemization of performing all Office functions

Organizational Guideline

As more of the work of the Office is data-related and data-driven, the Registrar and Institutional Research functions must become more fully integrated. In addition, as national standards for excellence increasingly presume the services provided by the office are digital and electronic, the staff needs to be better trained in specific areas of expertise and in specific database modules, while still being cross-trained to meet the most common needs of those it serves. The organizational chart of the Office of the future below illustrates moderate growth (1.5 FTE) to address increasing demand for services, better integration, higher levels of specialization, and career advancement for the existing staff. It assumes that the Registrar will continue to function as the Transfer Credit/Graduation specialist, although in an ideal situation, that would be a separate additional FTE.

Organization of the Office of the Registrar and Institutional Research



Goals, Objectives and Tasks

Goal 1. Improve customer service to past, present, and future students. [Vision 1]

Objective 1. Fully implement National Student Clearinghouse enrollment verification, degree Verification [Spring 2013], and transcript request 24/7 online services. [Fall 2013]

Objective 2. Arrange to have all student records stored in Espanola and El Rito digitalized so that graduates and other past students can always have their academic records readily accessible.

Task 1.2a In concert with the Admissions Office contract to have all records files over 3-5 years old and stored at the El Rito campus digitalized. [by 2017]

Task 1.2b Begin and maintain practice of scanning all active student files. [by 2015]

Objective 3. Advocate for single sign-on web portal so information can be customized for students and accesses (email, transcript requests, etc...) made more user friendly

Objective 4. Advocate for consolidated student and academic services area in the Montoya Building for student one-stop “shopping” that includes more computer stations for admissions applications, registration, course schedule checking, payment

plan sign-up, midterm and final grade checking, unofficial transcript printing, etc.

Objective 5. Promote continuous improvement in Office services.

Task 1.5a Implement periodic student evaluation of Registrar Office services such as registration, scheduling, etc. [spring 2013]

Goal 2. Support higher student course completion [Vision 2]

Objective 1. Improve communication between Registrar's Office and Institutional Advisement regarding pre-and co-requisites, registration deadlines, course sequencing, etc...

Task 2.1a Arrange to have a Registrar Office representative regularly meet with Advisement team and serve as liaison from Curriculum Committee

Objective 2. Fully implement withdrawal process that requires advisor consultation and sign-off

Task 2.2a Work with Banner Coordinator to make as much of process as possible electronic [fall 2012]

Objective 3. Support Financial Aid and Advisement in better communicating consequences of course drops and withdrawals.

Goal 3. Support higher student graduation rates [Vision 2]

Objective 1. Fully implement and maintain Degree Works as advising and academic progress tracking tool

Task 3.1a Complete initial implementation and training for use of Degree Works using 2012-2014 catalog [Spring 2013]

Task 3.1b Scribe at least 5 previous catalogs in Degree Works [Fall 2013]

Task 3.1c Update degrees and degree requirements in Degree Works annually in concert with Curriculum Committee.

Task 3.1d Increase Registrar Office capacity to maintain Degree Works by assigning its maintenance to Associate Registrar and create new Scheduling/Registration Specialist position [Spring or summer 2013]

Objective 2. Provide the timeliest possible information to students and advisors about transfer credit evaluations and other academic progress matters

Task 3.2a Implement Banner Transfer Credit Articulation module [spring or summer 2013]

Objective 3. Assist department chairs in improving course availability by analyzing course distribution throughout the day and week each semester

Task 3.3a Implement Banner room scheduling module. [2013-2014]

Goal 4. Improve campus understanding of and compliance with FERPA. [Vision 3]

Objective 1. Formalize annual dissemination of FERPA rights information to students beyond publication in catalog.

Task 4.1a Make FERPA information part of enhanced student orientation [fall 2013]

Objective 2. Increase awareness of FERPA among faculty

Task 4.2a Develop FERPA online training module for faculty

Task 4.2b Have semester brown-bag lunch FERPA discussion with faculty [beginning fall 2012]

Goal 5. Provide the highest quality institutional data in response to all reporting and other data requests an efficient and timely manner. [Vision 4]

Objective 1. Continue to report institutional data to state and federal agencies including NMHED, NMCUP, IPEDS, HLC, Carl D. Perkins, and Title V

Task 5.1a Annually provide trend data beginning December 2013

Objective 2. Continue to administer national statistical surveys including Noel-Levitz, NSSE and FSSE

Objective 3. Continue to respond to questionnaires and other requests for information such as those from NMDOL, NCES, the Bureau of Labor Statistics

Objective 4. Enhance response to internal data requests

Task 5.4a Compile semester Data Request Logs to identify and develop Frequently Requested Statistics [beginning summer 2012]

Objective 5. Grow the capacity of the Institutional Research function by 1 FTE by assuming primary supervision over the Office's Data Coordinator/Records Specialist staff person [2013]

Goal 6. Enhance the development and implementation of the Data Mart tool which archives institutional data and provides management reports for the academic sector [Vision 5]

Objective 1. Maintain annual Data Mart updates, including adding new indicators as requested by users for program reviews and accreditation

Objective 2. Evaluate Data Mart's protection of sensitive and confidential student information [annually beginning in spring 2013]

Objective 3. Provide targeted Data Mart demonstrations and user training

Task 6.3a Pilot user Data Mart training in summer 2012

Goal 7. Improve processes for institutional data verification [Vision 6]

Objective 1. Assume responsibility for semester and end of year NMHED eDear reporting to assist with data submission and verification

Task 7.1a Step up training in eDear submission beginning in fall 2012

Objective 2. Assume responsibility for monthly National Student Clearinghouse Submissions

Task 7.2a Begin training in NSC submission in fall 2012

Objective 3. Stay up-to-date in Banner training as new modules create links to old and new tables that affect all institutional data and reporting

Goal 8. Provide appropriate professional development opportunities for the Office staff so that they can confidently pursue the other goals. [Vision 7]

Objective 1. All professional staff should attend, whenever possible, at least one state, regional or national meeting per year. [beginning 2012-2013]

Objective 2. All staff should receive the Banner/Ellucian training with qualified consultants, including receiving written step-by-step procedures manuals, necessary to maintain current modules and implement new modules.

Objective 3. Professional staff should have access to appropriate webinars, books, and other resources to keep up-to-date on FERPA and other legal issues.

Implementation

Much of the work of the Registrar's Office relies on IT, and that will only increase going forward. Since the conversion to Banner in 2005, the Registrar's Office has had various staff members learn enough programming and other standard IT functions that the college as a whole does not provide to get by. The Office cannot, however, continuously improve its level of support for the college's two and four-year mission without the addition to the college's IT Department of a database administrator, at least one programmer, at least one applications developer, unit analysts, and a college webmaster. The successful achievement of all of the goals listed above ultimately depends on the college having a full-staffed IT Department appropriate for a four-year institution of higher education.

Monitoring

It will be the responsibility of the Registrar, with the assistance of the Associate Registrar and the support of the Provost, to marshal the resources to achieve the unit's objectives on whatever timetable those resources allow as well as to coordinate achieving those objectives that require collaboration with other units.