

Office of the Provost
Northern New Mexico College



Annual Report 2016-2017 Academic Affairs

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Academic Affairs Summary

The 2016-17 academic year has been very dynamic for Academic Affairs at Northern New Mexico College (NNMC). Dr. Ivan Lopez Hurtado was appointed Provost and Vice President for Academic Affairs in January 2017 after serving as Interim Provost for six months. New initiatives have been launched that focus on current challenges, and several processes have been updated.

Academic Affairs was reorganized and the following departments and programs were added to its organizational chart: Institutional Research, Grants Management, High Equivalency Program, Title III, CAMP Program, and Adult Basic Education. Programmatic expansion to neighboring Santa Fe, through a partnership with Santa Fe Community College at the Higher Education Center, was achieved this academic year. NNMC now offers three bachelor degree programs articulated with associate degrees at Santa Fe Community College, including Information Engineering Technology, Business Administration/Project Management, and the Bachelor of Integrative Studies (emphasis in Psychology).

After receiving notification from the Higher Learning Commission (HLC) of Northern's re-accreditation for an additional 10-year period, and with the collective input from faculty, staff, and the administration, the Office of Provost recommended the Open Pathway model as the accreditation pathway for the new cycle. The HLC re-accreditation required NNMC to address concerns raised in their report. For this reason, Academic Affairs launched initiatives to plan, develop, and implement best practices for curricular and co-curricular assessment. These initiatives were coordinated by the CLASS Committee and the recently created Co-Curricular Assessment Committee, respectively.

In terms of program-specific accreditation, Academic Affairs celebrated the following accreditations:

- 1) The College of Education received national accreditation by NCATE.
- 2) The RN to BSN program was re-accredited for ten additional years by CCNE.
- 3) The ADN program had a successful accreditation visit by ACEN, which concluded with the official approval and commencement of the program in August 2017.

Academic Affairs also saw an increase in its operating budget of approximately \$300,000 dollars. This constituted an increase of 4% compared to the previous fiscal year. This expansion allowed NNMC to initiate the following changes:

- Addition of two additional faculty lines in the College of Arts and Sciences;
- The institutionalization of a 0.25 FTE for the position of the Dean of the College of Education;
- An increase in the adjunct faculty budget for Language and Letters;
- An increase of one FTE in the Student Success Center;

- The reclassification of positions in recruitment.

This budget increase reflects an institutional commitment for Academic Affairs and its growth despite the reduction of NNMC's state appropriation by almost \$1,000,000 dollars (9.5% decrease in the instruction and general support appropriation).

New federal grants awarded to the academic departments have also contributed to enhance the funding of Academic Affairs. These new grants include: \$1,250,000 from the Department of Education for the Upward Bound program; and \$1,500,000 for three NSF grants, including the BEST, EDUCERE, and INCLUDES. During this year, grant writing has been incentivized by the approval of a policy developed by the Office of the Provost that allows principal investigators and academic department to receive a percentage of the indirect costs generated by some grants.

Academic Affairs has also implemented new processes to enhance accountability, transparency, and communication. These processes are listed below and are sorted in terms of Budget, Accountability and Student Success.

Budget

- A budget retreat provided an open-door, comprehensive, and transparent process to decide the budget for the academic and student services units. The entire line-by-line budget of Academic Affairs is shared with all faculty and staff.

Accountability

- **Evaluations:** goal-oriented evaluation instruments were developed and implemented for deans, faculty and chairs/directors.
- **Faculty Credentials:** processes to monitor and enforce faculty credentials were developed and implemented as a response to new HLC regulations on faculty credentials.
- **Degree Sheets:** newly developed standardized degree sheet templates were created and implemented for all current degrees and programs.
- **Enrollment Reports:** statistical analysis is implemented to evaluate the effectiveness of practices through semester enrollment reports provided to the academic leadership.
- **Textbook Adoptions:** processes have been monitored closely and included in the evaluation of chairs, directors, and full-time faculty members. This enhanced process resulted in a 99% completion rate of textbook adoptions, compared to a historical 70%.
- **College-Wide Student Learning Outcomes:** this semester new rubrics were developed to train faculty.
- **Performance Surveys:** processes were developed and implemented (Spring 2017) to provide feedback on performances for the provost, deans, chairs, and directors.

Student Success

- **Academic Advising:** a process was developed so that all declared students are assigned to a faculty academic advisor every semester.
- **General Education Initiatives:** faculty and staff actively participated in all the General Education state initiatives that are part of TRIFECTA.
- **Curriculum Efficiency:** dean/chairs analyzed every program offered at NNMC to measure “curriculum efficiency” and to identify critical paths for completion and bottleneck courses. Academic programs that adopt the learning experience of this process should streamline graduation.
- **Online Course Reviews:** peer-review process led by faculty was developed and implemented to improve the quality of online and hybrid courses.
- **Academic Catalog:** substantial revisions to the catalog were implemented to update the courses offered.
- **Faculty Sabbatical Opportunities:** two faculty members had the opportunity to take sabbatical leave, which allowed them to focus on their professional development.
- **Los Alamos National Lab (LANL) Collaboration:** STEM programs, such as the Radiation Control Technician Program, have been the focus of joint initiatives with LANL to strategically create a student pipeline for higher paid jobs at LANL.
- **Espanola Valley High School (EVHS) Collaboration:** continuous efforts to work with EVHS continue, and a new era of collaboration began. This work has led to securing the Upward Bound grant and the increase in dual credit opportunities for local students.
- **Collective Bargaining Agreement (CBA) Negotiations:** Academic Affairs started negotiations with the Union to incorporate some of the important processes of Tenure, Post-Tenure Review, a Sick Leave Bank, and to review Teaching Load. These processes have been discussed for several years through and unapproved Faculty Handbook. The hope is that a new CBA will improve faculty retention which will have deep implications in student success and institutional stability.

This year has also brought some challenges that have been ignored or only partially addressed in previous years. Low morale has affected the retention of faculty and staff. The lack of consistent employee recognition, the lack professional development opportunities, the environment of distrust in the decision-making process, the recent termination of programs, and the inability to offer competitive salaries have all contribute to a poor employee retention. Faculty members have not received a salary increase in at least eight years, and the current salary structure does not reflect market trends, equity within academic units, or rank recognition.

Another challenge NNMC faces is the instability of decreasing student enrollment and poor student retention for the past five consecutive years. Current enrollment and retention statistics have only shown a small improvement during this academic year, and NNMC recognizes more work is needed. The current historically low enrollment continues to impact tuition revenues, which has a ripple effect in the quality of the student services that NNMC can offer to improve precisely those indicators.

Academic Affairs embraces these challenges as growth opportunities and will continue to have a proactive and decisive role in moving to a new level of academic excellence, transparency, and accountability. To accomplish these goals, Academic Affairs supports the direction developed by NNMC's new Strategic Plan and recognizes the structure and guidance that it provides to address the demands previously described. Every academic unit and student services unit will participate, develop, and implement new tasks to achieve the planned milestones and measurable objectives of the Strategic Plan. The plan will position NNMC to fully deliver the expected services to achieve its vision and academic mission.

Academic Units

College of Arts and Science

Department of Biology Chemistry and Environmental Science

Dean: Dr. Ulises Ricoy

Chair: Joaquin Gallegos

I. Annual summary of activities

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

Semester	Number of BCES Courses	Number of Credit Hours	Registered Headcount* in BCES courses
Fall 2016	53	127	526
Spring 2017	55	132	650
Summer 2017	7	24	27
Total	115	283	1203

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

These courses were offered by a combination of 6 full time faculty members and 10 adjunct faculty. Summer 2017 offerings were limited due to budget reasons and renovations of laboratory facilities. Outside of teaching responsibilities, full time faculty activities include:

Dr. Brenda Linnell, working with the NSF INCLUDES collective, develop and organize engaging STEM activities for middle school students and mentoring college students to help younger peers in these activities. She Conducted STEM outreach for kids of the Espanola Valley area. Dr. Linnell developing URE projects for students including "Analysis of banana peel extracts" and "Groomed/ungroomed cockroach antenna extract analysis". She is also the PTK honor student association Faculty Advisor, providing professional development workshops to student members: How to write a Resume, Oral presentation skills, prepare for a job interview. Taking place throughout the semester. PTK activities included representation at the Roundhouse for the All-Academic Team recipient on Feb 21, and representation at the Regional NM PTK meeting, March 4, 2017.

Dr. Teresa Beaty created of hybrid courses for Anatomy and Physiology I and II that included the introduction of 4D anatomy (virtual human dissection) to A&P courses.

She also published in *Biogeosciences* “Response of Export Production and Dissolved Oxygen Concentrations in Oxygen Minimum Zones to pCO₂ and Temperature Stabilization Scenarios in the Biogeochemical Model HAMOCC 2.0”. Dr. Beaty also presented at IARC, Fairbanks AK “The Role of Sea-Ice in Arctic Storm Formation” and at NCAR, in Boulder CO “Future dust scenarios; implications for OMZ expansion”. She is also collaborating with LANL tracking climate related changes in disease vectors and continuing to work on Biofuel DMS emission with the New Mexico Consortium.

Dr. Mario Izaguirre-Sierra was awarded a fellowship to attend and present at ICAR 2017 in St. Louis, Missouri. He also received a renewal for 3rd year in a row: IME-Becas grant that has been supported 33 students from Biology, Nursing, Business and Engineering. Dr. Izaguirre-Sierra published one publication: “The Role of SUMO and Coilin in the Cajal body” in the *Journal of Health Disparities Research and Practice*. Volume 9, Special Edition1, Summer 2016, pp.140. His student, Maria Orozco received an award for her presentation *Front Range Computational and Systems Biology Symposium* at Colorado State University, and 2 other students from his laboratory also presented.

Dr. Pedro Chavarria was the USDA Natural Resources Career Tracks (NRCT) Faculty Mentor for the 2nd year of the grant with 8 student participants, 1 student internship created at Valles Caldera National Preserve, and 1 student internship created at Carson National Forest. Dr. Chavarria also attended the Tribal Youth Environmental Science Camp; outreach and recruitment, Latinos in Agriculture National Conference, USDA Hispanic Serving Institution Principle Investigator’s National Conference, and the 2 Quail VIII Conference where he had oral presentation.

Mr. Joaquin Gallegos created, organized, and implemented the Arriba Internship Program funded by LANL community outreach office. The program generated 11 internships within the Rio Arriba County and culminated with an end of program presentation. He also assisted with the student presentation of 3 posters at Northern’s ARS, 2 for pinion stand ecology, and 1 informational. Mr. Gallegos was also the mentor to 3 CAMP students whom he tutored, mentored, and helped develop educational projects. He was also the de facto Sostenga Farm Manager who planted 0.4 acres of garlic while conducting URE project with 4 students. This activity ended with annual garlic festival which was attended by 200+ attendees.

In addition, BCES students have attended fellowships, internships, and summer programs across the country, including:

Name	Area of Study	Collaborator	Degree Pursuing
Adrianna Suazo	Neuroscience	Michigan State University	Biology

Alicia Cardenas	Biology	NNMC	Biology
Alondra Villalba	Biofuels	LANL	Biology
Antonio Serrano	Biology	PEER ASCB	Biology
Brittney Martinez	RNA metabolism	Colorado State University	Biology
Crystella Gonzales	ES	Valles Caldera	Environmental Science
Demetria Clichee	Neuroscience	U of A	Biology
Derrick Voight	Biomedical	UTEP	Environmental Science
Desiree Griego	Neuroscience	NNMC	Biology
Ericka De Santiago	Neuroscience	Michigan State University	Biology
Ericka De Santiago	Biomedical	UTEP	Biology
Ishmael Roybal	Soil Science	NRCS Soil Office	Environmental Science
Jessica McNett	Pre-Vet	Dairy Consortium	Biology
Kathy Valdez	Nanoscience	NNMC	Biology
Maria Orozco	Biomedical	UNM UPN	Biology
Marissa Salazar	Neuroscience	Michigan State University	Biology
Matthew Sanchez	ES	USFS	Environmental Science
Moraya Gutierrez	ES	USFS	Environmental Science
Naomi Lehman	Biology	NNMC	Biology

II. Challenges

This last year (FY 17) GE 204 was renovated. This lab is used for many of the biology labs. However, GE 205 (Chemistry Lab) and GE 105 (Anatomy and Physiology Lab) were not renovated. Current challenges include the age of some of the lab space. The chemistry lab needs new piping and cosmetic improvements. In addition, the anatomy and physiology lab has carpet on the floor and is not practical for dissections. Very little investment can improve functionality and student experience. For example, distribution of student bench fees extra from our budget will help us fund these needs.

Currently for semester Fall 2017 many of the courses in BCES are at or near capacity, with 7 courses above maximum enrollment. The college also has an increase in enrollment of 20 students as of 8/29/17. This increase of enrollment is partly due to increase in FTAC students. These FTAC will within the next few semesters start demanding more services at the departmental level, including, advisement, upper division courses, and URE/Capstone projects.

At current faculty levels, it will be a challenge to meet these students' needs. As with all departments, faculty not only teach, but also engage in outreach, community service, scholarly activity, and curriculum development. In order to meet needs of new students increase in faculty member (who would be shared between Biology and Environmental Science) or increase in faculty adjunct line budget. Similarly, increases section offerings will also tax our support staff, particularly our Biology Lab Assistant, who has been assisting with both chemistry and biology labs since the Chemistry Lab Assistant position was eliminated a few years ago. Currently we are asking all faculty and support staff to understand there is currently limited resources for the short term. Outside funding sources will be applied to potentially employee part time lab technicians.

Scholarships, fellowships, and internships funded by current grants will be used for continued recruitment within the college. The department utilized the INCLUDES grant to support outreach to local schools as well as the PEER program from the American Society of Plant Biologist. This year we will continue to outreach to local schools and provide faculty mentors to STEM Mentors who will also provide outreach to the schools. The Upward Bound grant will also provide opportunity to further increase outreach to local area school, increasing recruitment.

These student focused efforts will assist with student success. As what is listed in the "Annual Summary of Activities", 19 students were able to attend some sort of summer program that allowed them to gain valuable experience. This experience will benefit in their academic and professional pursuits. This next year will be a challenge to maintain the high bar set of 19 students involved in summer programs. Active recruitment and preparation will continue for students to target for involvement in summer programs to be in the high teens.

All full-time faculty retained this year help create a productive, positive, and scholarly work environment. New faculty will be mentored to ensure this constructive work environment continues. Office assignments have been changed so all faculty within the department are located within the faculty office areas on the first floor of the GE building. This facilitates more interaction, collaboration, and promotion of a collegiate environment. One challenge is the lack of a common area. This forces many faculty to eat lunch and take breaks in their office. A common area would promote more of the area to interact and share ideas, brainstorm and promote development of professional relationships.

Decreases in budget have forced a reduction in departmental budgets. As a result, when new faculty were hired and assigned computers, there was no funding to provide new computers. Working with IT, the department was able to identify some lightly used computers that have been repurposed for the new faculty. It is important to replace computers on a regular schedule.

Currently the department is in possession of a lot of equipment that was donated to us by other institutions or government agencies. Many of these pieces of equipment were borderline outdated when they were donated and now after many years are completely outdated. Much of the equipment is taking up space and not used, since newer and better equipment has been purchased. A challenge is the process and time required to salvage the equipment. This activity is being tackled by staff and faculty and is time consuming and similarly takes time away from other productive activities. The department is in the process of developing policies that will limit the acceptance of donated equipment to ensure the equipment is viable and beneficial to

research or instruction. Similarly, the department will strategically purchase equipment with a long-term vision of program development to avoid shortsighted purchases.

Some courses within the college are offered with only one section and are required for degrees within BCES, in particular math. Since these courses are critical to student graduation, often we schedule our program requirements around these other required courses outside of the department. Normally this is achieved by contacting other department head to verify their course offerings via e-mail. Thus far, this method has worked, but some other departments may be facing the same challenges and it may be beneficial hold a schedule planning meeting where department head can collaborate on key offerings to improve future schedules. It is recognized that the desired schedule of a student may be unrealistic with the number of sections and limitations of an institution our size. However, we can coordinate within departments to make course scheduling for students and advisors easier.

III. Future Projects

The department of Biology, Chemistry, and Environmental Sciences will continue to administer the grants and funding sources they currently hold, including STEP, BEST, NM-INBRE, IME-Becas, and NRCT. In particular this year faculty will pursue an INBRE infrastructure grant (\$250 K) if funded will assist with many of the challenges in the previous section. This grant will increase the capacity of the department to instruct and support research and student hands on experiences.

The increase in capacity will also require an IACUC (Institutional Animal Care and Use Committee). Faculty are currently working on identifying key individuals for the committee. This will allow research that has previously never been performed here at Northern. Our outreach program and courses such as Vertebrate Biology can be expanded and now include a lab component. This capacity will be unique in our region and will be used as a marketing tool for recruitment. Student experience with animals will be increased along with potential to collaborate and apply for new sources of funding.

The Plant Molecular Genetics (PMG) lab was moved from the GE building at the beginning of this semester to a bigger space in the HT building. This will allow the expansion of undergraduate work and experiences in this facility and will increase opportunities for development of lab specific skills. This lab will allow more undergraduates to work in the lab at the same time while not compromising safety. The increase in size of the lab will allow for more competitive grant proposals by demonstrating the institutional commitment to the PMG lab and the BCES department.

In addition, the department will collaborate with the Chimayo Conservation Corp. to submit a USDA-USFS grant proposal that will provide internships and employment for Biology and Environmental Science. This project will ideally utilize the El Rito campus during the summer for a base of activities. This project will have a heavy community component that will be used to increase visibility of the college in the region, increase recruitment from area high schools, and develop job specific skills that will benefit students after graduation.

With collaboration of Los Alamos National Laboratory, the curriculum of the Radiation Protection program will be normalized with other programs across the country while ensuring LANL requirements are met. The program is very popular and produces many graduates. This effort will maintain a good working relationship with LANL who is the largest employer of RDPR graduates.

Currently under construction is a BCES Google share drive which is a repository for all departmental documents. This will house all syllabi, departmental meeting agendas/minutes, policies, funding proposals, student advising records and awarded grants. The goal is to ensure continuity within the department regardless of faculty turnover. The end goal is to have a “One stop shop” for any document or form a faculty member may need, cutting down on time searching NNMC website or asking others for said document. In addition to increased efficiency, the share drive will hope to increase transparency, communication, and collaboration amongst faculty within the department. Simultaneously, we are working with NNMC Communications and Marketing Office so we can constantly upload news and happenings from our faculty and students as well as to have a reservoir of our invited lectures from our Friday seminar series which has been a model in the state. With this, more students can enroll and take the course on-line as the material will be in archived.

Department of Fine Arts
Dean: Dr. Ulises Ricoy

I. Annual summary of activities

The Department of Fine Arts hired an administrative assistant, a Department Chair and a Full time Faculty in FDMA. There was a comprehensive program review for the Bachelor of Music and it was recommended to suspend the program due to lack of students and general inefficiency. It was also recommended to build the existing 2-year programs in FDMA and Music and to project a 4-year program in the Arts that would be inclusive of our population and needs.

Academic Talks:

- La Música Del Diablo a Pie: Recovering the Nuevo Mexicano Heritage Panel Lecture and Musical Evening. May 24th University of New Mexico, Albuquerque New Mexico.

Organized Lecture/Concert/Exposition Series:

- Confluence Series Carlos Medina: “Up in the Norte with Gaviel de la Plaga: The Manito Sketch Comedy of Carlos Medina with Musical Guests Trio Los Gallos. February 22, 2017. Nick Salazar Center for the Arts. Northern New Mexico College, Española.
- Confluence Series Dr. Beverly Singer “Where You Fine Our Earth”

- Confluence Series Sabra Moore talk “Openings: A Memoir from the Women’s Art Movement, New York City, 1970-1992” Ben Lujan Library. Northern New Mexico College, Española.

Special Events:

- Annual Northern Spring 2017 Fine Arts Film Presentations. May 2, 2017 - May 4, 2017 Nick Salazar Center for the Arts. Northern New Mexico College, Española. Directed by David Lindblom.
- Annual Northern Spring 2017 Fine Arts Show and Sale. May 2, 2017 - May 4, 2017 Nick Salazar Center for the Arts. Northern New Mexico College, Española. Drawing and Painting directed by Jaime Valdez, Intro to Art directed by Richard Guzmán, Photography directed by Dorothy López, Bulto Making - directed JD Martínez and Rita Martínez, Spanish Colonial Woodworking - Phillip Sánchez, Weaving - directed by Karen Martinez and Heather Howard, Pottery - directed by Donna Winchell.
- Annual Northern Spring 2017 Fine Arts Music Recital. May 2, 2017 - May 4, 2017 Nick Salazar Center for the Arts. Northern New Mexico College, Española. NNMCM Big Band directed by Marcos Cavalcante and NNMCM Folk Ensemble -directed by Marcos Cavalcante.
- Annual Northern Spring 2017 Fine Arts Theatre Scenes. May 2, 2017 - May 4, 2017 Nick Salazar Center for the Arts. Northern New Mexico College, Española. Directed by Jonah Winn-Lenetsky.
- Manuel R. Lopez: Ordinary Grace Sculptures and Paintings. April 27-29, 2017. Nick Salazar Center for the Arts. Northern New Mexico College, Española.
- Renewable Energy Festival Performance with Trio Latino. April 21, 2017 Nick Salazar Center for the Arts. Northern New Mexico College, Española.
- National Anthem Auditions held at Northern New Mexico College. April 13, 2017 at Northern New Mexico College, Española.
- “12 Switches” A play About Lowriders. Directed by Megan Burns and Northern's Jonah Winn-Lenetsky. NNMCM's Nick Salazar Center for the Arts, Sat., March 11, 5–6pm.
- Weekly concerts on Wednesdays at noon, at the Ben Lujan Library with NNMCM’s very own Marcos Cavalcante and Music Students.

Facilitated Scholarships:

- Linda Pedro: Foundation Scholarship in the Fine Arts \$1000.00

Grants received:

- David Lindblom and The New Mexico Film Office “Give Back program” awarded the Film Digital and Media Art program a \$28,778.34 grant

II. Challenges

Currently the Fine Arts holds an Associate of Arts in Music, an Associate of Arts in Film Digital Media, and a Certificate in Film. The challenges the Fine Arts Department faces are compiled into three categories: Completion, Recruiting, and Rebuilding.

Completion:

- Graduate students Danny Trujillo and Leeroy Martinez with their AA in Art.
- Graduate students that are declared in a BA in Music

Recruiting:

- Explore on campus dual-credit opportunities with Espanola Valley High School, Pojoaque Valley High School, and Penasco High School.
- Recruit students into the two degrees and one certificate we currently offer in Fine Arts

Rebuilding:

- Create an AA Degree in the Fine Arts
- Redesign AA Degree in Music with more enrollment, better retention, and increased graduation rates
- Redesign AA Degree in Film Digital Media Arts with more enrollment, better retention, and increased graduation rates
- Rebuild the AA degree in Music with existing AA degree
- Creation of a BA degree in Fine Arts in general

III. Future Projects

Department of Humanities, Social Sciences, Language and Letters

Dean: Dr. Ulises Ricoy

Chair: Lori Franklin (Language and Letters)

Chair: Dr. Stephanie Amedeo Marquez (Humanities and Social Sciences)

I. Annual summary of activities

The Department of Humanities, Social Sciences, Language and Letters was involved in several efforts to increase enrollment in our Bachelor of Integrated Studies Program. This included three main efforts: 1) the growth of our BAIS Crime and Justice Studies emphasis; 2) the implementation of the BAIS Self-Design Alternative Program, and 3) a new articulation agreement between SFCC AA in Psychology and our BAIS Psychology Emphasis.

1. **BAIS Crime and Justice Studies:** In August 2016 the first Criminal Justice Open House event provided information to prospective students and insight from recent alumni. Throughout the year, continued efforts to recruit and publicize this program resulted in an increased declared majors from 0 in Fall 2015 to 16 in Fall 2016. We continue to struggle with the ability to have sufficient faculty resources to offer the necessary courses and to offer enough on-line and evening courses to meet student needs.

2. **BAIS Self-Design Alternative Program:** For this program, brochures, publicizing, and recruitment efforts have resulted in one Spring 2017 graduate and 4 declared majors (with additional students entering and expressing interest). There is a designated advisor for the program who will work closely with students to develop individualized degree plans. The curriculum was improved this year with minor adjustments and the first introductory core course was successfully completed and the next course in the sequence is being offered in the Fall 2017 semester.

3. **Articulation Agreement with SFCC**
An articulation agreement with SFCC between their AA in Psychology and NNMC BAIS Psychology Emphasis degree has been completed. Promotional materials, an open house event at the HEC and outreach to recent SFCC graduates for recruitment have been efforts to publicize this new program. Six courses, PSY 321, PSY 477, PSY 410, SPAN 101, and PHIL 250 were offered in the Fall 2017 semester as part of the articulation agreement. Faculty are being trained on the technology available at the HEC classroom. The program will take some time and effort to build but all the necessary groundwork has been accomplished for the program to move forward. Unfortunately, the Fall 2017 classes that were scheduled to be held at the HEC did not make enrollment and had to be cancelled.

These efforts will continue to increase enrollment in our BAIS program. This program in FY 17 included 22 new declared majors and 9 graduates from the Fall 2016 and Spring 2017 semesters.

Faculty in the Department of Humanities, Social Science, Language and Letters have been involved in several efforts to support student success: 1) Collaboration on NSF and CAMP Grant opportunities; 2) creation of Suggested Sequence of Courses for all programs; 3) involvement in college-wide assessment activities; 4) involvement in Quality Matters WEB course review; and 5) participation in annual research symposium.

1. **NSF and CAMP Grant Opportunities - Psychology Research Internships** were provided to 8 students through these grant opportunities. Three of these students graduated in

Spring 2017; one gained employment and one was granted an additional research internship through LANL.

2. Suggested Sequence of Courses

As part of a college-wide effort, departmental faculty collaborated to create suggested sequence of courses for all programs. This effort will assist advisors and students in planning schedules and help to identify any obstacles students may face in completing their programs in efficient paths.

3. College-wide assessment activities

Departmental faculty served on committees to create rubrics and conduct training workshops for assessment in the college-wide goals of communication and cultural competency. Courses have been identified to assess information literacy and cultural competence in Fall 2017, and data was collected in the Spring 2017 for communication and critical thought.

4. Quality Matters WEB course review

Departmental faculty have been involved in training workshops and detailed review of WEB and HYB courses using the Quality Matters rubric to evaluate course design. Several courses within Humanities, Social Sciences, and Language and Letters have been evaluated for continued improvement.

5. Research Symposium

Thirteen BAIS Psychology and Crime and Justice Studies students presented their research projects as part of the annual research symposium. These projects may be viewed at the following link: <http://nnmc.edu/home/academics/colleges-and-departments/student-research-nnmc/>

On August 1, 2017, the Department of Humanities, Social Sciences, Language and Letters divided into two separate departments: Humanities and Social Sciences and Language and Letters. Moving forward as separate departments, the sections on Challenges and Future Projects will be addressed by each department individually.

II. Challenges

Language and Letters

ENROLLMENT: The department will face several challenges in the upcoming year. As all departments, building enrollment will be an ongoing effort. With only one AA in Liberal Arts degree, the task will be to move forward with new programs. Developing new programs will involve securing new funding, assessing student and community needs, and developing new curriculum. While the enrollment in the AA Liberal Arts has been steady over the last few years, this program does not see many graduates. Many students declare the degree temporarily as they are completing general education and then change majors when they decide on a particular

focus. The challenge here would be to increase advisement of these students and to work toward graduating them with the AA in Liberal Arts before they pursue a second major.

STUDENT SUCCESS: Student Success is a significant challenge in our developmental English and composition courses. Faculty are challenged to improve poor retention and completion rates in these courses. Students often lack the foundational reading and writing skills that are needed to succeed. Many times they also lack the basic college survival skills necessary to manage their time and to be responsible, engaged students. Faculty work hard to meet student needs and maintain the high standards needed for college level writing and critical thinking. As a department, efforts are needed to continue and strengthen collaboration among faculty and with support services to provide resources for student success and engagement.

There is also an opportunity to develop new outlets for student success through continued development of our literary journal *Trickster*, creative writing opportunities, peer tutoring, writing internships, language arts festivals, literary lectures series. The challenge will be to secure funding and to support faculty efforts in these areas.

COMMUNICATION: As a new department, the challenge will be to decide how to move forward and how to best communicate that message to students and the wider college community. The NNMC web page for Language and Letters will need to be revised and promotional materials will need to be created to establish the mission and vision of the new department. There are many opportunities for growth and collaboration with other departments, high schools, and community partners and a strong desire to move forward in a supportive and creative way.

COLLEGE ENVIRONMENT and TEAM SPIRIT - Now that Language and Letters is its own department, the full-time faculty will need to support and collaborate with each other. By building on our common goals, individual faculty can each contribute their unique talents to the development of new programs. This task will be approached with clear and open communication and an attitude of respect and mutual appreciation.

As the department offers multiple sections of English courses, an on-going challenge is to foster an environment of inclusion and support among all faculty, adjunct and full-time, teaching composition courses. Faculty will need to work together on departmental efforts, such as the attendance policy, retention project, the final essay selection, the norming session, and the portfolio session. The goal here is to support each other and to ensure that consistency in learning objectives and standards for passing.

Language and Letters is interested in developing collaborations with other academic departments to create opportunities for grant applications, to increase offerings in continuing education, and to offer co-curricular activities.

Humanities and Social Sciences

ENROLLMENT: The challenges that our Department of Humanities and Social Sciences (HSS) within the College of Arts and Sciences face include the same issues as the rest of the college, growth, meaning enrollment, retention and graduation as being the most urgent. It is worth noting that our department within the college, however, has enrollments that are somewhat

strong for most of the degrees. According to Banner data for Spring, 2017, declared Associates majors in our department were as follows: 1) AA Criminal Justice (N=22); 2) AA General Psychology (N=16); 3) AA Substance Abuse (N=12); 4) AA Humanities (N=4). Declared Bachelor's majors in our department in descending order are as follows: 1) BAIS: Psychology Emphasis (N=47); 2) BAIS: Criminal Justice Emphasis (N=23); 3) BAIS: Humanities Emphasis (N=7); 4) BAIS: Pueblo Indian Studies (N=2). As can be seen from this data, efforts to increase enrollment will include engaging in recruitment activities and developing new degrees, particularly for PIS. I have included recommendations for NNMC that will help our college/unit to address current and future challenges. In terms of the financial resources that are needed, the requests have been kept to a minimum given the financial situation of our college.

Challenges for PIS include recruitment, and we plan to:

- Develop PIS AA degree;
- Meet with Pueblo Governors to collect data/information on what majors are needed/wanted;
- Take 10 minutes in FYE courses Fall, 2017 to recruit/disseminate information;
- Another year's Leave for Matthew Martinez, serving as Pueblo Lt. Governor for Okay Owingeh, which will allow us to offer two courses for an adjunct instructor in PIS;
- Review and perhaps develop/revise curriculum;
- Plan to collect information/data on how to improve recruiting.

Challenges for criminal justice include the fact that we have no fulltime CJ instructor, and that recruiting from local law enforcement is limited by how many online courses we offer, so the plans to address this situation are to:

- Revise CJ AA program in line with HED Common Core;
- Develop PTSD certificate (and articulate with other institutions);
- Move 80% of the CJ courses online;
- Host a CJ job fair, Spring, 2018;
- Explore the possibility to Advertise and hire a Visiting Professor, in CJ, for AY 2018-2019.

Challenges for Psychology involve our articulation agreement with HEC, to recruit students to pursue a BAIS: Psychology. Plans are:

- Provide courses in Spring at HEC in BAIS: Psychology and perhaps in Criminal Justice;
- Meet with Psychology classes at SFCC to advertise the Spring HEC schedule;

STUDENT SUCCESS: The Challenge is to graduate +13 more students in CAS.

- Our plan for HSS department is to address this issue with our newly developed Self-Design Major;
- Additionally, we plan to recruit students who are undeclared by visiting FYE classes;

- Develop a standardized template and mentoring plan to include blended, online, and shells, geared towards putting CJ AA fully online, Gen Psych hybrid/80% online, and to allow for BAIS low residency, in particular for HEC students.

COMMUNICATION: As a newly divided department, the challenge will be to decide how to move forward and still be inclusive as several faculty teach in both the Languages and Letters and in Humanities and Social Sciences. Regular faculty meetings and ad hoc discussions on how to best to communicate and collaborate will be held. The NNMC web page for Humanities and Social Sciences will need to be revised and promotional materials will need to be created to establish the mission and vision of our new department.

COLLEGE ENVIRONMENT and TEAM SPIRIT: In order to emphasize team spirit and environment in HSS we plan to:

- Host a grant writing retreat for the department;
- Plan an on-campus peer counseling office and emergency hotline, to be run by students trained in the basic counseling skills and group process courses, and supervised by a licensed social worker/counselor;
- Create a space in the main offices for students;
- Hold a resume writing workshop/graduate symposium.

III. Future Projects

Language and Letters

ENROLLMENT: Efforts to increase enrollment will include engaging in recruitment activities and developing new programs.

Recruitment:

- presence at recruitment events on and off campus
- completion of new NNMC webpage for Language and Letters
- designing promotional materials to capture programs, events, and special courses
- creation of a student club for *Trickster*, publication of the third issue of *Trickster*, and a public reading to celebrate
- classroom visits to FYE courses to describe and promote our programs

Developing New Programs (and strengthening existing one)

- AA Liberal Arts – although in FY 17 there were 40 declared majors in this program, we do not see many graduates. In Fall 2016 and Spring 2017 there were 4 graduates. Additional efforts to contact and advise students could positively impact the percentage of declared majors graduating. The program requirements could also be reviewed with the goal of program efficiency and increased graduation.

- AA Southwest Studies - This program would be designed to build on many current course offerings and provide opportunities for collaboration between departments.
- BA English (Rhetoric/Creative Writing/Literature) - This Fall semester, all full-time faculty will be engaged in the process to create, define and develop this new program. The goal is for this program to build on our strengths, to fill a niche in NM higher education programs, and to target student interests and community needs.

STUDENT SUCCESS: In the English composition courses, all full-time and adjunct faculty are participating in a retention project. Last semester, data was collected on retention, passing rates, and causes for students not completing. Additionally, faculty tried new retention strategies and reported in narrative form on the success of those strategies. Based on that data, several initiatives have been designed to increase retention and support student success in these essential core courses:

- Continued Commitment to Individual Conferences - Faculty are encouraged to meet individually with students within class time and at least once or twice a semester outside of class time.
- Mandatory Visit to the Writing Center – All faculty agreed to implement one method (new referral form, required for a particular essay, required for a revision) to provide incentive for students to engage in tutoring through the Writing Center.
- Departmental Attendance Policy – All Fall 2017 students enrolled in developmental English and composition courses received a presentation, a handout, and signed a form indicating their awareness of this policy.
- Pilot embedded Writing Center Tutors (Spring 2018) - During the Fall 2017 semester a proposal will be developed between faculty, Writing Center Director, and tutors to pilot this program in the Spring semester.

Faculty will submit data during the Fall 2017 and Spring 2018 semesters to gauge the effectiveness of these new initiatives and to decide the best strategies for student success.

COMMUNICATION/COLLEGE ENVIRONMENT AND TEAM SPIRIT: Many of the projects for the upcoming year will depend on clear and effective communication and supportive team spirit for successful completion:

- Creation of separate Department of Language and Letters - a new mission statement, a revised webpage, and new promotional materials will help to communicate to students, faculty, and staff the role of this department on our campus and in our community.
- To develop new programs, collaboration among the faculty members in Language and Letters and with NNMC staff, faculty, and community members is essential. Positive

communication is a key component of the success of that collaboration. Language and Letters faculty will be integral to the development of the program, the course requirements, and the curriculum. A retreat in November is being planned for Language and Letters faculty to provide an opportunity to focus on this important project. Faculty need to know that their contributions and views are appreciated and valued. Additionally, the goal is for students, faculty, staff and members of the community to feel confident in the potential of these programs.

- The Retention project for composition courses also demands healthy communication. All faculty must feel supported and included as they engage in the arduous and challenging task of teaching composition and improving student retention and pass rates.
- In the spirit of open and clear communication, a google folder for Language and Letters and for English faculty has been created to foster easy access to agendas, minutes, and other useful reports and documents.

Humanities and Social Sciences

The different projects that our department has planned to undertake in academic year FY18 are listed below in terms of Enrollment, Student Success, Communication, and College Environment & Team Spirit. FY 2018 Goals for HSS are:

GROWTH TARGETS: To achieve a 10% enrollment growth in terms of declared students in the programs in the CAS; we plan the following: to target FYE classes in order to move some students from undeclared to declared majors, this will improve retention and graduation, particularly if students receive advising early. Note: because we have a larger number of declared students than most other programs, N=110, our 10% target is 11 students. We hope to gain these students through efforts in the psychology program at HEC, through the Self-Design program.

To achieve a 5 % growth in terms of SCH generated by the College through improving retention, recruitment of new students, etc. The Dept. of HSS plans to improve retention by increased efforts at advising, reaching out to all declared majors, reaching out to undeclared majors, and developing a new certificate program to recruit into and to feed into the AACJ, AA GEN PSYC, and AA Substance Abuse programs.

To achieve a growth of 13 graduates compared to last year (regardless of degree). Note: CAS graduated 63 students (last year). Thus, to add 13 students to 63 students means we would need to increase by almost 21% in one year. Without endangering standards, this seems a tough assignment. Again, our plan is to improve advising so that students don't take unnecessary credits, and to focus efforts on the Self-Design major.

To develop and offer 6 Continuing Education Courses in the CAS, we would like to note that Dr. Barton and Dr. Winterer developed three courses for Continuing Education during 2016, and submitted them to Cecilia Romero, and we haven't heard back on the status of those classes.

GRANT TARGETS: CAS grant proposal submissions for FY 2018 should be at the level of \$750,000 or higher / year. 200K must be non-STEM areas; while 500K could be a collaborative effort between units. The CAS received \$1.3 million in grants for STEM as of Fall, 2016. IUUSE in Engineering, and BEST in Biology. These grants should count towards our STEM requirements, particularly because the Co-PI Dr. Stephanie Amedeo Marquez is required to conduct data collection and analysis activities for the assessment and program evaluation piece of each grant up until 2019. The plan for the non-STEM areas is for HSS to host a grant writing workshop for all the faculty in El Rito.

CURRICULUM DEVELOPMENT: Develop / Propose 6 articulation agreements among Bachelor program and appropriate Associate Degrees offered by NM community colleges (ex: CNM, SFCC, LCC, San Juan). The HSS will need to re-devise curriculum in line with HED common core courses for the AACJ, for the AA GEN PSYC. The plan is also to develop and implement a certificate program in PTSD to recruit and to feed into the AACJ, the AA Substance Abuse, and the AA Psychology. Additionally, we plan an online course development/standardization program where curriculum and standards and a method of assessment will be developed.

Department of Mathematics and Physical Science

Dean: Dr. Ulises Ricoy

Chair: Dr. David Torres

I. Annual summary of activities

The Department of Mathematics and Physical Science graduated two BS mathematics students, Juan Diaz and Shannon Whitaker, and an AS mathematics student, Melany Rodriguez-Bernal in May 2017.

Mentoring of AMP students was performed by all faculty (David Torres, Ana Vasilic, Ajit Hira, and Claudia Aprea).

Faculty served on the Faculty Senate, Tenure, Undergraduate Curriculum, General Education, Academic Standards, Budget, Graduate, and Course Review Committees. Faculty also served on the statewide HED common course numbering system.

Two peer-reviewed papers were published by faculty. Faculty presented papers and webinars at several conferences.

Faculty served as Principal Investigator (or Institutional Coordinator) of the following grants:

Noyce grant (PI)

NM-INBRE grant (PI)

NM AMP grant (Institutional Coordinator)

NNMC INCLUDES grant (Co-PI)

Faculty reviewed journal publications and books. Faculty reviewed several NNMC Blackboard courses.

Faculty received professional development through the Title III grant at the NISOD International Conference, Faculty Leadership and Professional Development Institute through EPSCoR, Visiting Faculty Positions at LANL in Summer 2016, Build Summer Sabbaticals at UNM in Summer 2017, and Math Teachers' Professional Development workshop at NNMC in Summer 2017.

Outreach activities: Faculty tutored at Espanola Valley High School under the NSF-INCLUDES grant. Faculty also mentored 7th-9th grade students during STEM Mentor Collective's Student Summer Camp 2017.

The department's co-requisite classes, MATH 100NL and MATH 130L, have improved the success rate of developmental math students by reducing the number of transitions between classes. The Powerpoint, "Redesigning Developmental Mathematics at Northern New Mexico College" contains data collected over multiple semesters.

During Fall 2016, Spring 2017 and Summer 2017, Math Learning Center offered free tutoring for math classes from MATH 100 to MATH 163.

Equipment: The Department received an electronic board from College of Engineering, has purchased a new projector jointly with BCES and set them up in GE 201. This room is being used by our faculty for classes in Fall 2017.

New labs and equipment: the department developed lab-to-go modules (traditional and online) to be used in Independent Studies or 300-400 level labs for our majors struggling to find lab credits required for completion of the degrees we offer. The department of purchased equipment to be used for these labs through Title III Grant: PASCO wireless sensors for measuring electrical conductivity, voltage, current, pH, one spectrometer, one polarimeter and traditional sensors for measuring magnetic field, electric charge and fluid flux to be used in labs.

Our development of online classes through Title III funds has assisted our department in offering classes to students who cannot take upper level math classes during regular hours.

David Torres

- Published Torres DJ, Cannon JL, Ricoy UM, Johnson C. Self-contained statistical analysis of gene sets. PLoS ONE. 2016; 1- 18. e0163918. doi:10.1371/journal.pone.0163918
- Published Oruganti SR, Torres DJ, et al. CARMA1 is a novel regulator of T-ALL disease and leukemic cell migration to the CNS. Leukemia. 2017; 31, 255-238. doi: 10.1038/leu.2016.272
- Presented "Statistical Analysis of Gene Sets" at NM-INBRE Symposium in March 2017.
- Presented webinar, "Redesigning Developmental Mathematics at Northern New Mexico College" in March 2017 to EPSCoR Faculty Leadership and Professional Development Institute

- Reviewed article for Applied Sciences
- Summer 2016 Visiting Faculty Position at LANL and Summer 2017 BUILD Sabbatical at UNM

Ajit Hira

- Attended and presented 2 papers at the international 2016 March Meeting of the American Physical Society in Baltimore, Maryland.
- Student, James McKeough, received a national American Physical Society and Society for Physics Students Award, in Washington DC for research on “dark matter”.
- Submitted a total 6 research abstracts, with 8 student co-authors to various National and Sectional research conferences in Physics and Mathematics.
- Served as the reviewer for the physics research journal Modern Physics Letters B, for the International Conference on Operating System Security (ICOSS'17), and for the statewide New Mexico Alliance for Minority Participation (AMP) Student Research Conference in Las Cruces, New Mexico.
- Attended a Faculty Leadership and Professional Development Institute in the fall and the spring on Growth Mindset and Self-Efficacy, as a part of 2-person team with Dr. Torres.

Ana Vasilic

- Reviewed two NNMC Blackboard courses and participated in panel discussion on Quality Matters standards at the Convocation Workshop – Spring 2017.
- Reviewed a book proposal: Calculus of Several Variables with Mathematica (to be published by CRC Press, Taylor & Francis group).
- Tutored high-school students with David Torres at Espanola Valley High School (through NSF INCLUDES grant).

Claudia Aprea

- Served on the HED committee for common course numbering in physics courses which required the reviewing and writing of Student Learning Outcomes and syllabi review from all NM institutions/colleges.

II. Challenges

Our primary challenge lies in recruitment and maintaining enough students to offer upper division math courses. Many of our senior level mathematics students have graduated and we have not received sufficient incoming freshman undergraduates. We continue to insure students graduate by offering independent studies (free of charge), and online classes.

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

III. Future Projects

The department plans to apply for a new NM-INBRE grant.

Peer-reviewed articles will be submitted in higher education curriculum, honey bee modeling, and biomedical research.

College of Business Administration
Dean: Dr. Lori Baca

I. Annual Summary of activities

The College of Business Administration (COBA) started the academic year in August 2016 with an increase in enrollment of 1.5% (56 students) over August 2015. Faculty and staff worked very hard to increase enrollment numbers by reviewing records dating back to 2010 and contacting students who had not completed a degree or certificate. Students were first contacted by mail and a follow-up was conducted by email.

To encourage enrollment, COBA started the Accelerated Program. This program was targeted to attract students who had left the college before completing a program, were working, and might be motivated to complete their associate degree in a short period of time. Classes were offered as hybrid courses (50% online and 50% face-to-face), meeting on campus on Fridays during the fall 2016, spring 2017, summer 2017, and fall 2017 semesters for a total of 16 months. Only having to come to campus on Fridays was a big attraction to students and their employers. In order for students to participate, they must have had a GPA of 3.0 in their previous coursework and were required to meet the requirements to take Math 150 and English 111. COBA started the program with 18 students, and 15 (83%) are on track to complete the accelerated associate degree as planned in December 2017. COBA created this program to fill a void in feeder programs which previously provided AA completers to the BA programs. Appendix A, shows detailed accounts of costs (\$40,722.00) for hiring Adjunct professors to teach the 62 credit hours to complete the program and it shows the revenue the Accelerated Associate students paid for their education (\$142,720.80). It also show the total amount each class generated with a grand total of \$228,570.34. The program was a success.

Los Alamos National Laboratory (LANL) Accounting and Budgeting Division continues to hire COBA students who graduate with an accounting degree. This year, at least another 4 students were hired by LANL. This is a great opportunity for students because they are hired into a full-time position, and LANL funds their continuing education in the form of full tuition for an MBA from New Mexico State University.

During the summer, COBA offered Microsoft Excel Continuing Education courses which were a success. The Introduction to EXCEL had 9 students, the Intermediate course had 11 students, and the advanced course had 6 students enrolled.

Another initiative COBA started this fall 2017 semester was to offer Project Management courses at the Higher Learning Center in Santa Fe in addition to the courses offered on campus at NNMC. Two students are currently enrolled in these classes, and five new students are expected to enroll for the spring 2018 semester.

Cosmetology and Barbering

Cosmetology and Barbering also started offering cross-over courses to increase enrollment. These courses allow students who have completed either Cosmetology or Barbering certificates the opportunity to earn certificates in both disciplines. This would allow students to

be licensed in the state of New Mexico to practice both Cosmetology and Barbering. A total of 6 students have taken advantage of this opportunity to date.

During the 2016-2017 school year, COBA graduated a total of 48 students. The breakdown is as follows:

BA Management 11	AABA Degrees 12	AAS Certificate 1
BA Accounting 5	Cosmetology 6	Barbering 8
BA Project Management 5		

II. Challenges

Challenge #1:

COBA is holding its enrollment. For example, as of the writing of this report, COBA is down 7 students from this time last academic year. Total enrollment is currently at 191, but it is anticipated that enrollment will reach 198 by October due to courses which have starting dates of Oct. 9th (2nd 8 weeks short-term courses).

Remedies:

The faculty and staff in the COBA must continue recruiting and enrolling students.

A new Accelerate Associate Degree program should start spring 2018.

A new Bachelor's in Business degree should start spring 2018.

The Associate in Applied Science should be updated to fulfill the demands of the current workforce. This will increase enrollment.

Challenge #2:

The largest concern for COBA is the high student-to-faculty ratio. The College had four full-time faculty vacancies but filled one right before the semester started. Low salaries seems to be an issue when recruiting quality professors.

Remedy: Increase salaries.

Challenge #3:

COBA has two computer labs. One of the labs is for Office Administration (OA) courses and the other is for Project Management students. The computers used in the OA courses are well over five years old and will need to be replaced soon.

Remedy: Write a grant to upgrade the computer lab.

III. Future Projects

Hire Full-time Faculty

The first priority is to advertise and hire full-time faculty for the Management, Accounting and Project Management vacancies and to work with Administration to make these positions more attractive to applicants.

Recruit and Increase enrollment

The second priority is to recruit at least 20 new students during this academic year. This will be done by offering short term BA courses on Fridays that members of the accelerated associate degree program will be able to take in order to complete their BA in Management within the next 16 months. This will not be a cohort but the classes will be available for all of COBA students who are interested in a BA in Management.

To recreate and offer another Accelerated Associate of Art Program starting in the spring 2018 would be beneficial to students, faculty, staff and NNMC. This program does not only increase enrollment in COBA but also in the General Education Areas of the College.

Another form of recruitment will be to contact students from Santa Fe Community College, Sandia National Laboratory and the Project Management Institutes in the state of New Mexico to let them know about the opportunity to study for a Bachelor's degree in Project Management either at NNMC or at the HLC in Santa Fe. COBA will also work on articulation agreements with other Colleges around the state of New Mexico.

One other recruitment strategy is for Cosmetology and Barbering students to continue providing free services to the public. These initiatives provide good marking for COBA as well as NNMC.

Replace old Equipment

Students who use the COBA computer facilities have verbalized concerns about the speed of the computers and how they function. This year COBA will make an effort to obtain funding to help replace old equipment.

College of Education
Dean: Dr. Joaquin Vila

I. Annual summary of activities

During the 2016-2017 academic year, the College of Education (COE) devoted a significant amount of efforts to expanding and improving student services and the quality and number of programmatic offerings. At the start of the year (July 1), the COE learned that its ALP Program Coordinator had been transferred to another department. This meant that academic advising, data collection on candidate performance, and mandated reporting to the state and federal government were unexpectedly “orphaned.” There was no previous warning of this change, no indication of the rationale nor opportunities to discuss the ramifications of the decision, nor was there support for continuation of required activities associated with the position. At a time when no member of the faculty was under contract (and thus unavailable), the college was left without its academic advisor at what is the busiest time of the year in terms of new students coming in, particularly in the ALP offerings. It should be noted that previously, COE faculty had a teaching load of five courses per semester.

Fortunately, Professor Christina Esquibel volunteered to undertake advising responsibilities during the month of July. She also graciously agreed to chair two searches for academic personnel. As part of her work, we discovered the sad state of affairs of student advising in terms of incomplete candidate files, a number of serious irregularities in terms of advising practices which significantly affected the status of a number of candidates, missing data on candidate performance (needed for accreditation), and the disappearance of all records of informational materials and program forms. All these had to be recreated at the cost of significant amount of time and effort. Literally, it has taken a year to review and update all candidate files and to address missing information and other anomalies. A more rigorous system has been adopted to ensure proper advising for all candidates. A significant amount of time and effort went into providing corrective academic advice to candidates who had been misinformed and bring them into compliance with both programmatic and state requirements. To ensure satisfactory progress towards degree completion, the adopted policy of COE continues to be to, in case of course cancellation, to offer candidates options for other available classes to register for that will allow them to continue their studies without facing undue delays.

The two senior faculty at COE. Dr. Cavalcante & Prof. Esquibel, were charged with handling academic advising (\pm 84 candidates) while two new faculty hires had a chance to become familiar with the programs at COE and advising practices. Senior faculty provided guidance and advice on COE practices while new hires “shadowed” them during advising sessions to gain knowledge and experience. As of July of 2017, Dr. Ruth Hidalgo, Director of Field Experiences, has undertaken advising responsibilities which means that we have three faculty charged with advising candidates at present. The adopted practice connects each existing candidate with an adviser and new candidates are assigned to advisers on a rotation as they stop by or apply for admission. The faculty, acting through the COE Academic Planning Committee worked on and developed the scope and sequence of classes for the BA in Early Childhood Education. In response to identified community needs, a new Early Childhood Studies track was developed. This option does not lead

to teacher certification and does not require passing scores in state tests, thus bypassing the seemingly impassable hurdle of the NES Tests.

The college conducted two personnel searches this year. As mentioned earlier, Dr. Hidalgo was hired as Director of Field Experiences in July. A search was also conducted to fill the position for Early Childhood Education. This was a requirement from HLC for program approval and also a response to findings from the NCATE accreditation visit report from spring'16. The hired faculty member was given a one course reduction to prepare and deliver a workshop to assist candidates in passing the NM NES Tests. As noted above, the tests have been identified as the major hurdle for students to be admitted to licensure programs at Northern. Regrettably, no data was collected on participant test performance or workshop satisfaction (in spite directive to the contrary). Given a variety of serious concerns, the faculty member was not renewed for the 2017-2018 year. A replacement search for a visiting assistant professor will be conducted for fall 2017. A major responsibility of the new hire will be to develop and deliver in a consistent manner test preparation workshops. In addition, the COE with assistance from the Noyce grant, purchased test guidebooks and practice materials to loan candidates as they prepare to take the tests.

As of July 1, Dr. Pedro L. Martinez joined the COE faculty with the rank of professor. Dr. Martinez had been granted tenure and rank by the Board of Regents when hired as provost in summer 2014. As his contract ended in June 2016, he joined the faculty at COE. He was assigned a teaching load (four courses) which he started delivering with the start of classes in August. However, Dr. Martinez decided to leave Northern as of early October. His classes were reassigned as overload partly to Dr. Cavalcante and an adjunct.

Through the year, COE maintained a constant presence in neighboring school districts and worked closely with school administrators to address professional and student needs. A total of twenty-six MOU's with neighboring schools were renewed and nine new partnership agreements were signed with, e.g., Española, Los Alamos, Pojoaque, Taos, Peñasco and Santa Fe school districts. These will ensure candidates will have access to school placements where to conduct field observations and meet internship requirements and receive the benefit of working closely with trained cooperating teachers.

In addition, the dean and faculty discussed response options to requests from the Española NM PreK Collaborative regarding assistance in addressing personnel needs in the area of Early Childhood Education. The group had contacted Dr. Bailey regarding ways for NNMC to address the need for trained professionals. In response, the COE developed a new track option for a BA in ECE non-licensure track (Early Childhood Studies). Candidates will be able to pursue their studies towards a bachelor's degree but under this track would not need to submit passing scores in the NM NES Tests required for admission to the professional (licensure) programs. The new track proposal was reviewed by the Registrar, Ms. Kathleen Sena, during summer 2017. It will be submitted to the Curriculum Committee once it convenes early fall. The faculty also discussed the possibility of offering an ECE introductory course (45 contact hrs) to be made available to high school students who could opt to work in PreK.

Lastly, COE responded to a request for collaboration with LANL's Math & Science Academy (MSA). The proposed project seeks to explore and develop alternative models for pre-service teacher

preparation and professional development for in-service teachers through a Professional Development School. A proposal was submitted to MSA agreeing to collaborate in the project and an initial meeting took place during summer 2017.

II. Challenges

The COE faced some major challenges during 2016-17. Some of these are anticipated to continue through 2017-18.

Identifying and recruiting viable candidates for our programs continues to be a challenge. The same downward patters are observed nationwide and in New Mexico. Last year NM faced a shortage of over 600 teacher vacancies. A higher number is projected for the present year. Clearly, a major contributor to our present enrollment numbers is the need to obtain passing scores in the NM National Essential Skills Tests (NES). Aside from the challenges associated with standardized tests, NM PED opted to increase the required passing scores as of January 2017. This means that even fewer students could meet the requirement. The test is a particular problem for non-native speakers of English and minority populations (like most of our candidates). Presently, we face a situation where candidates seem to do very well in the courses associated with an associate degree (AA in Early Childhood and Elementary Education in our case). Many of these candidates would be interested in pursuing a BA and teaching licensure, but faced persistent problems with NES. Part of the problem is the cost, the anxiety arising from high-stakes testing, fear of failure, etc. The COE has offered workshops to prepare for taking the tests. Even after completing the training sessions few students actually registered for the test (reportedly three participants did obtain passing scores and are currently enrolled in BA options). We also offered opportunities to address test-anxiety issues, but there were no takers. Delivery of test preparation sessions is planned for 2017-18 as part of the duties of the new visiting professor to be hired.

In addition, the COE faces challenges regarding availability of personnel. As noted under Section 1, the position of ALP Coordinator and Advisor was taken from COE and assigned to Academic Affairs. No provision was made to allow for a replacement, even on a part-time basis. This position was also charged with providing support on data collection and report preparation. Given the need to collect and analyzed data on candidate performance and have it available for accreditation and state/ federal reporting, it is clear that the inability to be able to make informed data-driven decisions regarding unit operations is challenging, at the very least. At the budget retreat held in spring 2017, an alternative proposal to have the current administrative assistant (Ms. Dolores Martinez) reclassified as a “project manager specialist” was ignored (even when funds were already available from unused faculty salary line). The reclassification would have entailed a salary change of \$3,000. The former Interim President, Mr. Sanchez, had suggested that a reclassification, given the extra duties that remained unassigned and the availability of existing funds, would seem a viable solution to address personnel needs and the reassignment of programmatic duties. This burden continues to be unmet.

It is pertinent to note that COE, different from other units at Northern, is required to complete and submit a variety of reports to state and federal agencies, as well as CAEP for accreditation purposes. This burden is unique to COE and often required to comply with existing laws (e.g.,

Title II). For instance, the MOU proposed by NM PED regarding a “score card” for teacher preparation programs, requires collection, aggregation, and reporting of data on candidate performance in addition to that available through the Institutional Research Office. Thus, it seems reasonable to make provision in terms of staffing to have the needed support to ensure timely compliance.

Moreover, COE was required by HLS to hire an ECE faculty member in order to offer the BA in ECE. A hiring took place in July of 2017. However, the hired faculty member failed to comply with background check requirements and was not renewed for 2017. In order to be expedient in identifying a viable replacement, it was decided to seek a “visiting assistant professor” (9 months contract), instead of a tenure line replacement. This would allow continuation of offerings, compliance with HLC, and having enough time to do a national search. Even though steps were taken to announce the opening during summer and review candidates before the start of fall classes, this task was hindered due to external factors. A search committee has been identified and we expect to review applications by early September. A hire could be available to offer a test preparation workshop late fall, and be assigned a full schedule of ECE classes in spring’18.

Another challenge regarding personnel is the elimination of the tenure line position held by Dr. Martinez as noted earlier. The faculty position was taken away from COE during fall 2016 after Dr. Martinez’ departure without any discussion or consultation regarding the academic needs of the college, accreditation complications both under NCATE and HLC (the former listed additional faculty as an area for improvement and the latter noted this as a requirement for offering the new program) or the impact on future offerings. Northern’s plan to be presented to HLC by December 2017, notes an added faculty line planned for COE this year. Having this position made available to COE would bring us within reach of meeting this goal. It should be noted that since Dr. Martinez’ salary and benefits as a professor was nearly \$100,000, the hiring of someone as an assistant professor would entail savings of close to \$50,000, while further reducing the need for adjunct faculty and/or eliminating the need for overloads for faculty.

A major challenge for COE is the limited ability to comply with NCATE accreditation requirements in terms of the areas for improvement (AFI’s) noted after the site visit in spring 2016. The report notes, the following,

The following areas for improvement (AFIs) should be addressed before the provider’s next visit. Progress made toward eliminating them should be reported in the EPP Annual Report. The visit team will indicate in its on-site report at the next visit whether the provider has adequately addressed each of the AFIs.

1. The unit does not collect, analyze, and use data consistently for candidate performance and program improvement.
2. The unit has limited resources for supporting unit’s assessment system.
3. The unit has limited resources to recruit and retain faculty and unit administrators.

In order to address AFI’s 1-2, the COE has research a number of options for a data management system to monitor candidate performance. LiveText was identified as a viable option. Given the number of majors (85-95), initial estimate for the software would be about \$7,000 (plus a one

time fee for each candidate thereafter). This need was noted in the COE budget proposal addressed during the spring budget retreat, but no response was obtained even when addressing this AFI is a necessary/ required action for continued good standing. COE has already reported in its 2016-2017 report to NCATE that action on this matter faced significant difficulties given the present budgetary situation. Continuing to report the same in the following years could result on probation for program accreditation purposes.

III. Future Projects

Mandated goals & expectations:

1. Achieve 10% total enrollment growth in terms of declared students
2. Achieve a 5% total growth in terms of student credit hours generated by the college
3. Achieve a growth of three graduates compared to last year (i.e., 12 + 3)
4. To develop and offer three continuing education courses during the academic year
5. To submit grants/ donations proposals for a total of \$500K or higher by the end of the fiscal year.
6. To develop/ propose three articulation agreements among bachelor programs at NNMC & associate degrees offered by community colleges in NM.

The COE continues to collaborate with NM PED and the NM Deans & Directors of Teacher Preparation Programs Committee in the development and implementation of a database on NM teacher performance. The project seeks to tap into a variety of measures and provide a scorecard for NM teacher preparation programs. The implications (including benefits?) of this project are unclear. In addition, work has been ongoing on the development of a program accreditation plan for NM. NNMC is tentatively scheduled for a site visit by Spring 2019. One faculty member has received training on conducting observations and use of a teacher evaluation rubric, which is a central element in the proposed plan.

The college will also strive to address/ meet the AFI's given by the NCATE visiting team. Efforts are ongoing to hire needed faculty and fill vacancies. There are concerns as to the extent to which positions previously assigned to COE have been taken away and would not be filled, thus hindering the ability to meet program needs while complying with national standards.

The COE is considering development/ implementation of a Child Development Certificate (45 hrs. course). This would be a response to the request to the Española NM PreK Collaborative request to Dr. Bailey shared during summer 2016. The course will allow high school students to take the course to earn a certificate which would allow them to qualify for employment at early childhood/ head start centers. Such course is presently being developed and consideration is being given to offer it under continuing education or as a dual credit offering in spring'18. Consideration is also being given to the possibility to respond to Mr. Archuleta's request (Principal at Española Valley High School) and offer such a course for dual credit /AA course work.

Projects evolve from community needs. Principals prefer to hire teachers with a Bi-lingual endorsement. The COE has received requests from principals in the Española School District

(among others) to consider offering a Spanish language course designed to prepare teachers for La Prueba, Test. This assessment is used to test individuals seeking a Bilingual Endorsement on an initial or existing license. Although many teachers completed the required bilingual courses, meeting the language requirements represents a challenge. Data collected through the AVANCE project showed the lack of availability of Spanish language courses after work hours or weekends. Faculty at COE with the needed language expertise are engaged in the development of such a course that could be offered through Continuing Education. In addition to recruiting students for the Spanish course, students' transcripts could be audited for missing courses in Bi-lingual Ed/TESOL. Moving forward, the goal is to recruit, retain, have students complete a Bilingual/ ESL program, with the result of graduation.

The COE is considering, in partnership with varied stakeholders (e.g., College of Business, College of Arts & Science, College of Engineering, LANL), applying for a grant under NSF – Discovery Research PreK-12 (DRK-12), Solicitation NSF 15-592. Such an effort would entail partnering with STEM departments/ individuals, local education agencies (LEA) and other stakeholders to explore methods/ practices that would significantly enhance the learning and teaching of STEM subject by PreK-12 students and teachers. The goals would explore the development of STEM education innovations and approaches by building on fundamental research in STEM education. Presently being considered would be the desirability of developing a Professional Development School site (PDS) with a STEM focus where experts in the field would provide professional development training to in-service and pre-service teachers. The trained mentors at school would be assigned pre-service candidates for their field placements and learn and apply research-based instructional techniques, e.g., inquiry based instruction, hands-on science. The COE is exploring partnering with LANL's Math & Science Academy in this project. Target funding is \$1.5 million over five years.

As mentioned earlier, the COE submitted a proposal for collaboration with the LANL Math & Science Academy in their project seeking to partner in the development of a PDS site and a math teacher leader network. An initial meeting took place in summer 2016, and a follow up meeting is to take place in early September 2017. Such a collaboration could result in improved levels of preparedness for new teachers (pre-service), faculty development opportunities, improved teaching and enhanced student achievement, not to mention “enrollment, student success, communication, and college environment & team spirit.”

Lastly, it seems pertinent to note that COE will continue to promote an increased understanding of the unique nature of teacher preparation programs and the population we serve. Although it is indeed a source of encouragement to have the recognition arising from the national accreditation, it is difficult to escape the impression that there is a clear disconnect between leadership perceptions and what does preparing a teacher entails. For instance, on the one hand, our graduates seek to meet requirements for a license that will allow them, literally, to be entrusted with our children (and/or grandchildren). The faculty & leadership at COE take this responsibility very seriously. As part of our efforts to ensure our candidates meet/ exceed national standards we measure their performance in a variety of areas, but particularly important is that of dispositions. This aspect is central to teacher preparation and we assess our candidates prior to admission, during their course of study, and as they complete their student teaching. For fall 2017, we actually denied admission to two students who exhibited behaviors that were a

cause of concern (they actually failed to provide the state required background check). On the other hand, there was clear pressure to maintain or increase student enrollment levels because of fiscal considerations. This conflict of priorities, whether perceived or real, is a persistent cause for anxiety and concern for faculty and staff. Should adherence to professional requirements be sustained, or should yielding to monetary exigencies be the primary consideration?

...Theirs not to make reply, Theirs not to reason why, Theirs but to do & die, Into the valley of Death Rode the six hundred. The Charge Of The Light Brigade by Alfred, Lord Tennyson

College of Engineering and Technology
Interim Chair: Dr. Jorge Crichigno

I. Annual summary of activities

a. Successes

The College of Engineering and Technology (CET) had a very high rate of success in grant applications. During the last two years, the following grants were obtained and were active during the last academic year:

- NSF EPSCoR (2015-2017)
- NSF INCLUDES (2016-2018)
- NSF CCDNI (2015-2017)
- NSF EDUCERE (2016-2019)
- NSF CYBERSECURITY (2017-2020)

Total number of graduates: 23

- Spring 2017: 12 graduates (6 associate degrees, 2 certificates, 5 bachelor degrees)
- Fall 2016: 11 graduates (5 associate degrees, 3 certificates, 3 bachelor degrees)

Record number of graduates in the Information Engineering Technology (IET) bachelor degree

- Spring 2017: 5 graduates
- Fall 2017: 3 graduates
- TOTAL: 8 graduates

b. Achievements

The NSF grants funded several activities, as follows.

EPSCoR

- Allowed to have storage for each college at NNMC
- It supported four students in undergraduate research

CCDNI

- It deployed a research high-speed network on campus, 10 Gbps.
- It deployed new fibers available for the research network and for the regular network, 10 Gbps.
- Provided UPSs for the new equipment and for other equipment located in several buildings across campus
- Expanded the capability of NETLAB (remote-access capability). Currently, NNMC can support the three curricula that rely heavily on server capability: Cisco, VMware, and Palo Alto
- A monitoring station has been deployed by first time. The station provides visibility of the network traffic (ingress and egress). Research in cybersecurity is currently being conducted by three students: Sergio Cordova, Andy Herrera, and Zoltan Csibi, who use this capability

INCLUDES

- Four-week summer bridge was offered
- Mentoring and tutoring at high-schools

EDUCERE

- Two students conducted research, sponsored by this grant
- New laboratory equipment, including wind tunnel, was added to the Electromechanical Engineering Technology (EMET) program
- Intervention activities in Physics for Engineers I, II, and III courses are being conducted to improve retention. Intervention activities include peer-tutoring, mentoring, and designing hands-on laboratory experiences
- Intervention activities in Introductory Math for Engineering Applications. These include designing hands-on activities and tutoring

Cohort building in EMET program

- The courses Applied Mechanics I (15 students) and Electrical Systems I (13 students) have large enrollments, compared with previous years. These two courses are considered foundational for EMET

The relationship with the high-schools of the region has been strengthened:

- Dual-credit offering with Penasco (EECE 132 Fall 2016, EECE 230 Spring 2017, EECE 132 Fall 2017)
- All faculty were involved in recruitment initiatives (career expo, HS visits)
- Computing club started in EVHS started in Fall 2017
- Relation with McCurdy is being strengthened. There are five engineering student mentors attending McCurdy
- At Pojoaque Valley middle school, Dr. Cox is teaching math and life sciences
- There are five engineering student mentors in Pojoaque Valley
- Dr. Nandy and Dr. Cox are actively teaching at Pojoaque, McCurdy, and EVHS

Undergraduate Research

- Approximately ten IET students are conducting research per semester
- Engineering students presented in the NM AMP conference
- Approximately five EMET students are conducting research with Dr. Cox and Dr. Nandy

Program Expansion

- VMware has been offered by second year
- Palo Alto Networks negotiation is being conducted to start offering a cybersecurity certificate. Required equipment (server) has been acquired. Palo Alto Networks certificate will be offered in 2017/18

Resources

- Faculty considered that the CET has the adequate physical resources; e.g., laptops, servers, equipment, etc.

c. Failures

The following were the major failures of the year:

- The CET decreased the overall enrollment. This is the major failure of the CET. Corrective actions include more aggressive recruitment campaign, offering courses at HEC, offering courses as dual-credit, and recruitment campaign at community colleges.
- Retaining and hiring faculty
- Faculty retention has degraded the quality of the programs. Three faculty members resigned in a period of two years: Raul Peralta, Alfredo Perez, Vishal Mehta. In addition, the Dean left the college to assume that Vice-Presidency of Northern New Mexico College.

That constitutes 66% of the faculty. Additionally, one of the remaining faculty was on sabbatical.

- The process for hiring faculty was unsuccessful. The CET is operating with a reduced faculty personnel. Two positions have not been filled as of August 2017.

II. Challenges

The following are identified challenges the CET will be facing:

- There is a challenge of keeping the student moral high. Retention is still a challenge. The CET will demonstrate to students that their education is a priority by hiring two new faculty members
- Full deployment of cybersecurity certificates (Palo Alto Networks and Cisco). There is a need to hire a new faculty member who can help in this area
- Scheduling of classes. Both programs, IET and EMET, have a variety of courses in different subfields (e.g., IET: networks, cybersecurity; EMET: manufacturing, automation, robotics, controls). The number of faculty is limited to cover all these diverse subfields. This results in course cancellation or lack of offerings. Students have expressed this issue several times.
- Technical personnel / technician. The CET needs at least one part-time technician for all labs. For the number of labs required by engineering programs, it is not sustainable not having a technician to support them

III. Future Projects

The following are future activities where full-time faculty will be working actively:

- Co-curricular activities such as brown bag lunch. Faculty considered that the brown bag lunch is positively impacting the social interaction among students
- Incorporation of a cybersecurity concentration in the IET program
- Retention of associate degree graduates to continue to the bachelor degrees. Faculty noticed that many graduates are transferring out to other colleges after receiving their associate degrees
- Grants include funding for internship positions. Experience indicates (NSF EDUCERE) that internship positions are not been filled. Next year, there will be funding for approximate ten students. The CET will try to identify students early, so that they can apply for internship positions at Los Alamos National Laboratories (LANL) in the Spring 2018 (to attend the positions during the Summer 2018)
- Strengthening the partnership with LANL, to secure internship or full-time positions. Faculty will meet with LANL and with the National Center for Security Education to secure positions for the students related to cybersecurity

- Re-application to the NSF SSTEM program
- Machines of the lab HT 123 will be renewed
- Increase the number of graduates in associate degrees via advisement. There are still students who are in position to graduate with their associate degrees but are not petitioning
- Strengthening relation with San Juan College (SJC) and with Santa Fe Community College (SFCC). The CET will formalize an articulation agreement with SJC to facilitate the transfer of students to Northern New Mexico College. The CET will offer courses in the Higher Education Center (EECE 132, EECE E230, IT 350, EECE 355, IT 410). Faculty will promote the IET program at SFCC.

College of Nursing and Health Sciences
Dean: Ellen Trabka

I. Annual summary of activities

Associate Degree Nursing Program

Achievements and Successes

- The Accreditation Commission for Education in Nursing (ACEN) granted the Associate Degree Nursing Program (ADN) initial accreditation in July 2017.
- ADN program NCLEX-RN Pass rates remain above the national mean for the second year in a row. The 2016 NCLEX-RN pass rate is 88.89%. Scores are not yet totaled for AY 2017.
- The program retained its highly qualified nursing faculty.
- Community partners/program stakeholders: The program has a very engaged, supportive, and participative nursing community advisory board.
- The ADN program established a clinical partnership with Presbyterian Espanola Hospital.
- A newly created clinical coordinator position has strengthened relationships and partnerships with clinical facilities.
- The ADN Program faculty utilizes a Systematic Plan of Evaluation (SPE) to measure and evaluate the curriculum, student learning outcomes, program outcomes, role-specific graduate competencies and ACEN standards. The SPE is transparent and contains data that is current, aggregated, and easy to trend.

College Environment and Team Spirit

- Collegial relationships among nursing faculty has strengthened through a consistent and detailed mentoring process.
- ADN program leadership hosted a breakfast for nursing faculty to celebrate annual Nurse's Day.
- The College of Nursing and Health Sciences opened a student lounge.
- The ADN program supports nursing student input into the ADN program governance through student representation at program faculty meetings, "Director's Meetings" and open faculty meetings.

Failures or Areas Needing Development

- There is a need for an Assistant Director for the ADN Program. This role could be incorporated into one of the faculty positions in the future, with a reduced teaching load and release time for administrative assignments.

- Retaining qualified master's degree faculty continues to be a challenge due to low faculty salaries in comparison to industry salaries. The faculty retention bonuses in AY 2017 was helpful in retaining faculty. However, a more sustained salary increase is essential to long-term faculty retention efforts.
- Development of the simulation experience to enhance student learning and the need to purchase a new high-fidelity simulation mannequin remains a high priority.
- Faculty identified that students were not clearly informed of the need to have an accessible computer and Internet services as well as a working understanding of computer technology prior to the start of nursing course work. Technology requirements for entry into the ADN program have been posted on the ADN website since January 2017. In light of this technology requirement, the program needs to consider purchasing and lending computer laptops to ADN students.
- Improved instructional resources in the Seledon Martinez Building (i.e. large screen TVs, computers, and Smartboards) in all classrooms is an identified need.

Main activities worked on during AY 2017

- The majority of the AY 2017 was dedicated to writing the accreditation self-study and preparing for the accreditation site visit. The ACEN site visit took place on March 6, 7, and 8 of 2017 and resulted in a unanimous site visit team recommendation for initial accreditation.
- In addition, 7 displaced ITT Tech nursing students were accepted into the ADN program at mid-term, 2016. This necessitated a monumental effort on all faculty's part to make this transition smooth and efficient for these students. This increased the total Level 1 ADN cohort number to 27, one of the largest cohorts in ADN program history.

RN to BSN Program

Achievements and Successes

- The RN to BSN achieved a 10 year re-accreditation with the CCNE in October, 2016 with no compliance concerns.
- The program has retained its highly qualified nursing faculty. Student feedback on program surveys consistently speaks to the high quality of instruction and program faculty.
- Community partners/program stakeholders: The program has a very engaged, supportive, and participative nursing community advisory board.
- Student satisfaction remains high. 100% of students who graduated in May 2017 were satisfied with the quality of the program.

Failures

- Low program enrollment (2 new students admitted during AY 17).
- Total program enrollment during AY 2017 was 11 students.

Main activities worked on during AY 2017

Program enrollment

Northern's RN to BSN Program has delivered courses in a traditional face-to-face format since its inception in 2008. In the spring semester 2017, program faculty and administrators made the decision to move forward to offer hybrid courses in lieu of traditional face-to-face courses beginning in the fall 2017 semester. This decision was made based on the need to offer flexible class schedules for working students and to increase program enrollment. The Dean submitted a Substantive Change Report to the CCNE in June, 2017 documenting the change in course delivery method. This included an analysis of current fiscal and physical resources, student services, and faculty resources available to effect the change, and the ability of the program to continue to meet all CCNE accreditation Standards and Key Elements.

Nurse Aide Training Program

The Nurse Aide Training Program prepares students for entry level employment in the healthcare field as a Nurse Aide. Graduates are prepared to take the state of New Mexico Certified Nurse Aide Examination. Nurse Aides who pass the competency exam are placed on a state registry. Certification leads to entry level employment in the healthcare field.

Nurse Aides, sometimes called nursing assistants, provide basic care for patients/residents in hospitals and long-term care facilities, such as nursing homes.

The Nurse Aide Training Program curriculum is a combination of theoretical and clinical practice that meets the New Mexico Department of Health minimum standards for the approval of a Nurse Aide Training and Competency Evaluation Program.

Achievements and successes

- Program renewal application approved by the Department of Health for two years (expires August, 2018).
- Revised course syllabi and student handbook.
- Updated program documents.
- Created a system to track Nurse Aide course outcomes, such as course pass rates and certification exam pass rates.
- Recruited an experienced instructor for AY 2018.

Failures

- The program experienced the resignation of a long time instructor in the summer of 2016. Due to the fact that the college was unable to recruit a new instructor, the course was cancelled for the fall 2016 semester despite an enrollment of 16 students.

Main activities worked on during AY 2017

The main work of the nurse aide program during AY 2017 was the revision of program documents, recruitment of an appropriately credentialed instructor, creation of a Certificate of Nurse Aide, and the development of a partnership with New Mexico Workforce Connections.

In the summer of 2017, a qualified and experienced instructor (adjunct) with several years of nurse aide teaching experience was recruited to teach for AY 2018.

A college Certificate of Nurse Aide was developed so that students can earn a college certificate after completion of the nurse aide training program. While a college certificate is not necessary for students to sit for the state certification exam, the certificate program benefits the college in the current funding formula. The certificate program is still in a draft form awaiting possible changes to the college's certificate requirements by the college's undergraduate curriculum committee. The certificate program articulates with the AAS in Allied Health.

As part of the certificate program, a new course titled "Introduction to Health Care Careers" was developed. This course allows students to explore opportunities in the healthcare field. Espanola Valley High School has expressed an interest in this course as survey results from high school students indicate that health care is one of the top three fields of interest. Opportunities exist for dual credit enrollment by offering this new course. Plans are to offer the course in the spring 2018 semester.

Workforce Training

The College of Nursing and Health Sciences has been working closely with New Mexico Workforce Connections to meet the demands of the workforce for training that leads to entry level employment in the healthcare field. There is local demand and employment opportunities for nurse aides/nursing assistants and NM Workforce Connections has funds to pay for workforce training for TANF recipients. TANF is offering money to potential students to enroll in training programs leading to certification and employment.

II. Challenges

Associate Degree Nursing Program:

Enrollment

One of the challenges facing the ADN Program during AY 2018 will be to increase student enrollment to ensure program sustainability. This goal can only be achieved if additional faculty can be recruited to teach a larger cohort of students. The ADN program is bound by the NM Board of Nursing rules and regulations that outline specific student- to- instructor ratio in the clinical setting. Hence, student numbers can only be increased if faculty numbers are increased.

Student Success

One of the highest priorities will be to continue to improve the NCLEX-RN pass rates. Providing additional support and identifying new strategies will likely be necessary in order to continue to see positive results.

Programmatic assessment techniques, particularly survey responses, need to be further developed to facilitate gathering of program data from alumni and employers.

Leadership

An important priority for the ADN program is the creation of a succession plan for program leadership.

Also, as student numbers increase, the creation of an assistant director position is critical to maintain the integrity of the program both in the classroom and clinical setting

RN to BSN Program

Enrollment

The main challenge facing the RN to BSN Program during AY 2018 will be to increase student enrollment to ensure program sustainability. This involves providing a smooth transition to a hybrid method of course delivery, evaluating the effectiveness of the program change, supporting faculty professional development, evaluating student and faculty satisfaction with the delivery method, and recruiting new students. Four courses will be offered in a hybrid delivery format in the fall 2017 semester. Approximately 50% of the classes in each course will be face-to-face and 50% will be online.

Communication

Program application documents have been changed to reflect the move towards hybrid course offerings. Additional promotional materials will need to be developed to publicize this program change and to recruit new students. This will require support from the Communications and Marketing Office.

Faculty Professional Development

The program's Associate Director, who oversees the curriculum review process, is an experienced nurse educator who has taught online nursing courses for many years. She has assumed the responsibility for working with faculty to revise course syllabi to a hybrid course delivery format and she acts as a resource for faculty teaching hybrid courses. Faculty teaching hybrid courses are pursuing professional development to enhance student success. One faculty member is a student in an online doctoral nursing program and is a member of the college's Quality Matters™ online course review committee. Another faculty member and the chief nurse administrator for the program are enrolled in an *Online Teaching and Learning Certificate* program at a local

community college. Program guidelines for both faculty teaching hybrid courses and students enrolled in hybrid courses will be developed to clearly set expectations for both students and faculty.

Additional college resources

An identified college need is to provide faculty with support in the pedagogy of teaching and evaluating students in an online learning environment. To that end, the college has written a Title V Grant which, if funded, will provide funds to hire an Instructional Designer to assist faculty with the development and assessment of online courses. If the Title V Grant is not funded, the college should pursue alternative funding sources to support this important position. Additional IT support in the form of 24/7 distance education tech support would greatly enhance student success in a hybrid course. The college could contract with an outside company to provide the service. Another option is to expand Eagle Tech support at the cost of \$25,000. The college is encouraged to seek funding to provide this service.

Faculty Retention

Retaining qualified nursing faculty continues to be a challenge. Faculty salaries are low in comparison to industry salaries and faculty have not received a raise in the past five years. The faculty retention bonuses in AY 2017 were helpful in retaining faculty. However, a more sustained salary increase is essential to long-term faculty retention efforts.

Nurse Aide Training Program

The challenges facing the nurse aide training program for AY 2018 are the following: recruitment and retention of qualified adjunct faculty to teach the course, meeting workforce demands for short (2-6 weeks) training courses, availability of lab space, and budget.

The nurse aide training program shares the nursing labs with both the ADN and BSN nursing programs. Competition exists for lab space requiring creative scheduling of lab classrooms. Additional space in VE 105 (the empty massage therapy classroom) could be utilized to teach the Nurse Aide lab class and expand enrollment without conflicting with the other nursing lab classes. This will require additional college funds to purchase four hospital beds and additional training supplies, in the amount of \$11,000. Minor renovations to the space may also be necessary.

III. Future Projects

Associate Degree Nursing Program

The ADN program will be working on the following activities in AY 18:

Curriculum:

- Explore the possibility of expanding the ADN curriculum to include additional hybrid courses.
- Expand the student simulation experience as a substitute for the actual institutional clinical experience.

Faculty Recruitment:

- Active recruitment of additional faculty.
- Recruitment of a program director successor.

Enrollment:

- Continued and aggressive marketing of the accredited ADN Program will be necessary in order to recruit new students and sustain program enrollment.

Faculty professional development:

- Continued faculty development in the pedagogy of nursing education is necessary to ensure program quality and student success. Faculty will be encouraged to obtain the *National League for Nursing Nurse Educator Certification*.

RN to BSN Program

In addition to the items mentioned in item II) Challenges, the program will be working on the following activities in AY 18:

Triannual Curriculum Review: Program faculty participate in an in-depth curriculum review every three years, to include a review of the program's vision, mission, student learning outcomes, degree plan, course descriptions and credit values, and course syllabi. An evaluation of the effect of the change in course delivery method will be done, as well as an in-depth look at how the curriculum needs to change in order to accommodate hybrid courses.

Nurse Aide Training Program

Future projects for the Nurse Aide Training Program in AY 18 are to meet workforce demands for nurse aide training and complete the Certificate of Nurse Aide to include approval from the HLC.

Workforce demand for nurse aides: Employment of nursing assistants/nurse aides is projected to grow 17 percent from 2014 to 2024, faster than average for all occupations. Median annual wage for nursing assistants in New Mexico was \$25,710 in 2015. There were 227 job openings online in New Mexico on March 2, 2017 for nursing assistants. (NM Workforce Connection).

The college could expand enrollment in the nurse aide training program provided that there is an available instructor to teach the course and sufficient lab space (as noted above under challenges).

Student Services and Support Services

Admission/Recruitment/Career Services/Dual Credit/PDSO/VRC

Director: Frank Orona

I. Annual summary of activities

Admissions/Recruitment:

As a department we were primarily focused on increasing enrollment for the 2016-2017 and 2017-2018 fiscal years. Fortunately we were allotted another .5 recruiter in Stephanie McReynolds, who is phenomenal, to work with our full-time recruiter Sara McCormick. We adopted the practice of “targeted” recruitment using data to determine where our student population derives from. We were more active and attended far more events than we have in the recent past as we were able to divvy up and share a lot of the different responsibilities. We experienced a 7% increase in enrollment Fall 2016 with their efforts along with the Admissions Staff of Virginia Naranjo and Deondra Rodriguez. As always it is our goal to provide our students with the utmost in customer service as we are the “front line” of Northern New Mexico College.

Career Services:

For the first time in approximately 4 years, or so, we had the support of Administration to host a Career Fair on our Campus. Sara McCormick worked primarily with the State Department of Workforce Solutions in order to host this very important event. The event brought many people to campus who had not been here in a few years. This is an important collaboration that we hope to continue as it allows our students the opportunity to meet with employers in Northern New Mexico.

Dual Credit:

Dual Credit has always been challenging since the two positions that we had previously were eliminated. Dual Credit requires a full-time coordinator who must be available to the school districts and their students and address their needs in a timely manner. The Dual Credit coordinator would also serve as a liaison between the districts and the college for the purpose of addressing faculty needs and concerns as well. Despite all of this the Admissions staff did an exceptional job of working with and registering the Dual Credit population especially during the heavy volume registration period.

PDSO:

With the addition of Sara McCormick as Assistant Director of Admissions and DSO we are more able to fully serve our limited International Student population. We had a visit from the Department of Homeland Security and we were advised that we are in full compliance with

Federal regulation in working with our International Student population. Sara and I will continue to work together to recruit and retain our International students.

Veteran's Resource Center:

The primary achievement in the Veteran's Resource Center is that we invited in the federal auditor and we are now back in full compliance with Office of Veteran's Affairs. When we inherited the Veteran files in February of 2017 our new VRC coordinator, Mr. Rudy Cdebaca, recognized immediately that there was an issue with student certification and payment. We invited an auditor in and she thoroughly audited our files and we did indeed have students who had been overpaid and the institution had also received payments in excess of eligibility. We have since cleaned that up and I believe that Northern New Mexico College has since reimbursed the Veteran's Administration as this could have had an effect on our ability to apply for and receive federal grant funding.

II. Challenges

Admissions/Recruitment:

In the area of recruitment our biggest challenge is the fact that we are understaffed. Our sister institutions in New Mexico typically have a 1.0 FTE Director of Recruitment, a 1.0 FTE Administrative Assistant and at least 5.0 FTE recruiters. It is difficult to compete with a 1.5 FTE recruitment staff. It is also imperative that we focus more on marketing as this will make the job of the recruiters a bit easier if we are able to reach markets through advertising that we may not be able to send an actual recruiter to. For example, there are many times when there are two or more events scheduled on the same day. We pick which event we feel may produce the highest yield. Whereas, our sister institutions are able to send recruiters to all scheduled events because of the fact that they have the staffing to do so. The Admissions staff assists when they are able but sometimes it is not enough to be able to cover all aspects of the recruitment office. It is my recommendation that all faculty and staff at Northern New Mexico College come to the understanding that we are all vested in recruitment and retention as that is the future of this institution. For example, we must all understand our roles in enrollment, retention and finally, student success.

In the area of admissions our biggest challenge is again staffing and coverage. We are the "front line" for the college and we must ensure that we have coverage from 8 am until 5 pm and through the typical lunch hour. It can be disconcerting and demoralizing to see our colleagues arrive at work at 8:30 am, or later, and take longer than an hour for a lunch break. The admissions staff typically eats lunch at the desk while serving our students. One more staff member would make all of the difference in the world to Admissions area as that would alleviate the need for skipping lunch altogether depending on the volume of student traffic. The recommendation is to combine the Admissions and Registrar's Office staffing once again and schedule accordingly.

Career Services:

Once again staffing provides the most significant challenge to Career Services and both the Assistant Director of Recruitment and the Dean of Student Services split those duties. We also do not have space or computers that are dedicated to the use of the Career Services Center and often a student will have sit in either the Recruitment office or Dean of Student Services office and work on a resume or job application. We also do not have a career assessment survey that we make available to our students and this is an important tool that may help guide a student toward a particular career path, especially if they are unsure of what their skills and aptitude are geared toward. We are also unsure as to what the law specifically states in regards to Gainful Employment reporting. The recommendation is to dedicate space and computers for a real Career Services Center.

Dual Credit:

The main challenge in regards to Dual Credit is the fact that Northern New Mexico College elected to eliminate 2.0 FTE Dual Credit positions a few years ago and also completely eliminated the budget as well. The Dual Credit duties then were shifted to the Director of Admissions and the Admissions staff along with their current duties. That being said, we are unable to provide the School Districts, with which we have signed Dual Credit MOA partnerships, the level of service and responsiveness that they truly desire and deserve. This has also created a drain on our resources in the Admissions area as we serve this population with no additional budgetary support. The recommendation is to reestablish the Dual Credit coordinator position and budget when it becomes fiscally possible.

PDSO:

The main challenge facing the International Student office is finding International Students who come to Northern New Mexico College as “full pay” students and retaining them. With the political climate being what it is currently in the United States, Northern New Mexico College is facing a reduction in the level of interest from international students seeking a college at which to study. This is not unique to Northern but is an issue nationwide. The recommendation is to grow our International Student support services in a way in which our population feels valued.

Veteran’s Resource Center:

One of the significant challenges of the Veteran’s Resource Center has always been the lack of space. The center has always consisted of one room where Veterans come to unwind, work on their homework, socialize and work with a tutor. In the midst of all of this was the VRC coordinator’s desk which always put the VRC at risk for FERPA violations. Compounding this issue is the fact that the Chapter 31 counselors travel from Albuquerque to meet privately with their students and the entire VRC would have to be evacuated in order to ensure privacy for the counselor and the veteran. With the relocation of the VRC to the former space occupied by the Student Success Center this significant problem should be resolved. Two of the three private offices have been promised to the VRC. One will house the VRC coordinator and the second will be utilized for private counseling sessions for the veterans who meet with their chapter 31

counselors on a regular basis. Veteran Work Study students will be utilized to work in the front reception area and welcome and guide visitors to the VRC. Now that the semester has begun and the Student Success Center is finally available this extremely important work is finally ready to begin.

III. Future Projects

Admissions:

For FY 18 we will continue with a “Targeted Enrollment” strategy. Our current data suggests that we need to focus more in the areas of Transfer applicants and Readmit applicants. We will focus on visiting 2 year colleges, especially those that we have articulation agreements with, and work on producing transfers in to Northern New Mexico College. With the collaboration with the HEC we will also have a constant presence on the Santa Fe Community College campus in order to work with their graduation student population. The recruitment team will also work with a list of students who have left Northern New Mexico College in the past 3 years and work on helping them rematriculate and complete a program of study.

Career Services:

It is the goal of the Student Services division to actually have a physical space in which to operate and truly offer a “career services” aspect to our student population. Again, that will take resources in the form of computers and human resources in order to offer and sustain a career services office. Our students deserve the opportunities that a career services office would afford them in terms of resume writing, interview skills and especially employment searches and placement.

Dual Credit:

The hope is ever eternal, that our Dual Credit efforts would once again be funded including a full-time position and a budget for necessary resources, including recruitment, advisement, and retention of Dual Credit students. The immediate plan is to cross train as many people in the area of student services to be able to work with the school districts and the students themselves. Northern New Mexico College will focus students on a meta-major pathway in order to prepare dual credit students to work towards a certificate or Associate Degree while they are still in high school.

PDSO:

Looking toward the future Northern New Mexico College will begin to build an International Student applicant pool of not only athletes, but regular students as well. The non-resident tuition rates that a regular international student will bring with them is definitely a revenue generator for the college along with the globalized viewpoint that they will bring to the classroom enriching the entire campus community.

Veteran's Resource Center:

The vision of the VRC coordinator, from day one, has been to see the Northern New Mexico College Veteran's Resource Center become the "hub" for all things/events that are Veteran oriented in northern New Mexico. The idea is to enter into collaborations with Veteran groups in Santa Fe, Las Vegas, Espanola, Taos, Penasco, Chama, Tierra Amarilla, etc. to provide outstanding service to honor the men and women who have served in the armed forces. We are currently working on a project with Heroes Helping Heroes, out of Chama, to possibly utilize the El Rito Campus as a Veteran healing and training center. If this project comes to fruition it will open the doors to many more opportunities to serve and work with our Veteran population. Northern New Mexico College is moving to the forefront of innovation to show our Veteran's that we truly do care about their education and overall well-being.

Academic Advisement

Student Success Coordinator: Tobe Bott-Lyons:

I. Annual summary of activities

First-Year Advisement: Between July 1, 2016 and June 30, 2017, we recorded approximately 2,450 student visits to one of the Academic Advisors. For FTACs entering in fall 2015, the Fall-to-Spring retention was 78 percent; while this number is slightly lower than the 80 percent from the previous year (and still below our institutional target of 85 percent), it nevertheless represents an improvement over the years preceding the implementation of our recent efforts. In September, we released a FY Student Report to the campus community which provided a baseline regarding demographics, characteristics, and core indicators of first-year student success; this effort included a survey of over 100 students in FYE courses regarding their experiences and expectation. Hopefully this information can be used in subsequent years to monitor our programs and to develop more targeted strategies. With increased outreach and with consistent use, early alert utilization has continued to increase.

Early Alerts Received

Fall Spring

2015-16	109	84
2016-17	118	109

This year, we put in a lot of time effort into streamlining and standardizing processes and policies in the advisement center. This year, a new policies and procedures manual was established and should be published on the NNMC website soon. This was an intensive process that involved review and input from institutional advisors, other staff who provide advisement (CAMP and ARC specifically), deans and chairs, the strategic enrollment management committee, and the Registrar. Additionally, the First-Year Student Advising Matrix was updated. It includes key dates, milestones, and the timeline of office activities related to student retention and student success. This includes: Registration and Outreach for new students and for early registration for continuing students, New Student Orientation, collaboration with FYE instructors, regular student check-ins throughout the semester, early alerts and mid-term grades, and others. Lastly, under the leadership of the Provost, a standardized degree plan template was implemented which is a significant improvement over previous years.

New Student Orientation: The attendance at new student orientation in the fall has been consistently increasing year by year. In the fall of 2016, we had an attendance of approximately 75 students (a 50 percent increase from 2015). Additionally, we have developed a consistent set of activities, agenda, and framework that is replicable year-by-year. The activities include: Welcome and introduction; Workshops on Email and IT, Student Services, and a Students-Only panel facilitated by current NNMC students; A Rites of Passage group activity; A campus tour that includes identifying classrooms; and visits and welcome sessions with academic departments.

The success of NSO can be credited to three primary factors: 1) Moving the date from the middle of the Summer to the Thursday before classes start when students are experiencing the most anxiety and questions about going to college; 2) a developmental approach that recognizes the main goal of orientation is to engage and welcome students, and avoid information overload (If

they do not need it immediately, it can be covered through FYE and Advising); 3) Intensive and proactive recruitment and reminders including an online RSVP, several phone calls, and a mailer.

Beginning in the spring of 2016, we also began hosting a spring orientation, as we have a large incoming class that starts in the spring. This event is essential to providing support and similar experiences to non-traditional enrollees. This spring we had approximately 35 students attend and followed a slightly modified schedule, but provided the same experiences to these students.

Faculty Advisement: Outreach, training, and collaboration with faculty advisors has continued. A consistent faculty advisor training has been established during convocation. With the leadership of the Provost, advisor assignments have been routinized and greatly improved. During the 2016-17 academic year, we began hosting meetings with specific academic departments to share information and discussion program-specific advising issues. The first year of Advisement Committee meetings were with the College of Engineering and the BCES department.

Co-Curricular Assessment: The advisement office participated in the development and implementation of the co-curricular assessment initiative. Two major developments resulted from this effort. First, after surveying numerous stakeholders, Six Student Learning Outcomes (Personal Growth + Development; Campus Resources; College Knowledge; Logistics; Student Success) with specific sub-objectives was developed. Second, a pilot assessment of students' experiences with first-year advisors was completed. A detailed report is forthcoming but findings included: limited student interaction and awareness of faculty advisors; limited empowerment of students in registration logistics (IE: using SSB versus seeing an advisor for help); differences in advisor interaction (quality and quantity), and satisfaction with this relationship; and, a wide range of student expectations and needs in regards to the role of an advisor.

FYE & Jumpstart: Collaboration has continued with FYE instructors to improve coordination and communication about efforts to support all students and to provide early interventions. Additionally, in collaboration with HEP, the Jumpstart program has continued and expanded. In the academic year, 36 students enrolled in Northern through this course, with additional students receiving services but not enrolling in the JumpStart-specific course. A more detailed evaluation is planned for the fall of 2017.

Testing: Through the efforts of our Lead HSE Examiner and Testing Proctor, Northern continues to offer a range of testing services including: HiSET (formerly GED), placement testing, CLEP and DANTES, and proctoring services for departments, ARC, and other institutions. In 2016-17, 727 HiSET tests were proctored. Utilization of CLEP remains surprisingly limited with only 12 tests taken this year. Two major changes occurred in testing this year: In November and December, NNMC made the transition from the COMPASS to the Accuplacer placement test (533 Accuplacer tests were taken from December 1 to June 30); the decision to move placement testing from the Student Success Center to the new Student Services area beginning July 1, 2017.

II. Challenges

1. Advising

- a. *Student self-registration:* With the inclusion of the student financial responsibility statement in Banner, as well as with the findings that students are not learning

how to utilize Banner, the advisement center needs to adjust advising to include more hands-on experience with Banner, and needs to rely on student self-registration to the maximum extent possible. Additional computers have been purchased for this, but a plan for implementation is needed.

- b. *Communication and collaboration:* The communication and collaboration with CAMP, ARC, and other partners is in need of improvement as there have been a number of tensions and miscommunication over the last two years.
- c. *Course availability:* There are continued challenges regarding creating meaningful schedules for students. Notable challenges include:
 - i. Availability of developmental English and Math, and FYE. We consistently run out of room during Fall semesters.
 - ii. Lack of meaningful offerings for students in developmental English. Year-by-year, we have been reducing the offering of courses for students without an Eng 109 pre-req. Additionally, many of the courses we do offer (IE: Microsoft) are offered only online, which seems a bad match for people with limited skills.
 - iii. Course overlap: Many courses are scheduled in conflict with each other, this is a particular challenge for courses in which only one section is offered (IE advanced math and many lab sciences).

A suggested strategy to address these challenges would be to convene a scheduling workshop with all staff involved in advising and registration (including dual credit) and deans/chairs every semester before the schedule is released. This could help identify bottlenecks, overlaps, and other issues.

2. *Testing*

- a. *Back-Up proctors for HiSET:* Currently, the Director of Student Success is the only other staff on campus certified to administer the HiSET test. As we give these tests five days a week, additional staff is needed. Both advisors should be trained and certified.
 - b. *Cost of Accuplacer:* The Accuplacer costs significantly more than the Compass to administer. To address this, we did implement a fee on all retakes of the test, but in the coming year the budget will need to be closely monitored to insure that we do not run out of units before the fiscal year ends. Because this is the first-year of using this test, it is difficult to determine whether or not the current budget will be sufficient.
3. *New Student Services Area:* In general, the move to the new area has been a challenge in regards to developing new procedures and getting an understanding of the student usage and flow. Communication between the different stakeholders has not been adequate and

is need of improvement. Moving forward, more time and energy needs to be put into the layout, design, and decoration of the common space to make it welcoming, inviting, and educational.

- a. *Front-desk coverage + training:* Currently, the Advisement Office has taken sole responsibility for managing and staffing the front desk. With four work studies, this is a challenge, but has for the most part been addressed. Moving forward, a more sustainable plan is needed. If the advisement office is officially responsible for this area, we would also recommend that be made clear to the other surrounding offices; the chain of command and the accountability are a little ambiguous. Additionally, further training and support for the work studies is needed; their job descriptions have been updated, but over time, we recognize that this is an area for improvement.

4. *Budget*

- a. Currently, the Advisement Office relies on the approximately \$1,000 supply budget from testing. We recommend combining the budgets of both offices to make them easier to manage.
- b. New student orientation does not have a budget at all. Supplies are begged and borrowed from other departments, but at least a minimal budget is vital for supplies and materials. We would request \$1,000 per year to cover both events. This does not include food, which is provided by Student Activities.

III. Future Projects

In addition to some of the issues discussed above, there are four significant projects on the horizon for next year.

1. *Work study training + cross-training:* The vision for the front desk of the student services area is that these students will serve as a help desk, which is a vital need at NNMC. This project is going to take some time, energy, and effort to implement, and will need the input and involvement of departments beyond advising. It will also require a fair amount of training and cross-training, not only internally but from other offices as well.
2. *Co-Curricular Assessment:* As part of the campus-wide co-curricular assessment effort, the Advisement Office will need to complete an assessment project. The current plan that is in the early stages of development is to address our fourth student learning outcome: Logistics. The objectives include:

<i>myNNMC</i>	Banner Email Blackboard Touchnet Other
<i>Registration</i>	Course planning + Strategizing How to look up classes How to Add/drop
<i>Schedules</i>	How to read a schedule Locating classes + buildings
<i>Deadlines + Important Dates</i>	Deadlines + Using the academic calendar
<i>Catalog + Degrees</i>	Catalog Degree plans + Requirements How to change a major
<i>Appeals</i>	Grade appeal Student Complaint Process Financial Aid Appeal

Following the pilot assessment and the implementation of the personal responsibility statement, the ability of students to navigate these processes is important. We hope the assessment can help us understand how to better teach students how to do these things themselves, rather than functioning as a service that does these things for them.

3. *Advisement Committee:* This academic year, we hope to have at least one meeting with every college (one per department for Arts and Sciences). In order to meet with every department, these should happen once per month.

4. *Online Courses:* Last year, a report was completed in collaboration with Distance Education and the Registrar that found that first-year students have significantly higher fail rates than all other students. A draft policy has been in development but needs to be finalized, and presented for approval and implementation.

Center for Distance Education

Director: Dr. Ken Dvorak

I. Annual summary of activities

Blackboard Learning Management Projects:

Worked with the Ben Lujan Library's Director, Amy Ortiz, providing a series of "Workshop Wednesday's" whose target audience included staff/faculty/and students. The series included topics such as "How to Convert your Blackboard Grade Book into an Excel Spreadsheet"; Student Blackboard Orientation Sessions; How to Design a Hybrid Course; and Mondopad Trainings among others.

Assisted the Academic Standards Committee of the Faculty Senate and the Director of the Ben Lujan Library creating and deploying the Curriculum for Avoiding Plagiarism (CAP) program. The Academic Standards Committee was charged with collecting data on plagiarism and cheating incidents at Northern in order to assess the effectiveness of current initiatives concerning these two issues and to propose new corrective initiatives as needed. The role of the Center for Distance Education was to create and deploy a Blackboard module that led identified students through a series of online modules to help them understand how to avoid plagiarism in their academic work.

NNMC Faculty Online Course Review Project began Fall Semester 2016 with an original group of four reviewers later expanded to five plus the Director of the Center for Distance Education who is the acting chairperson. Since it's inception the review committee has completed six online course reviews whose findings have been shared with the Provost/Deans and Chairs. The committee uses the Quality Matters Higher Education Rubric for all course evaluations which is an in depth analysis used for reviewing the college's Blackboard supported online courses.

NNMC Faculty Blackboard Institute continued during Fall Semester 2016 with two faculty members finishing the six training modules. The Institute will continue Fall Semester 2017 (pending enrollment) however there have been faculty recommendations to either reduce the amount of time required to complete the modules or reduce the institute to just providing "basic" information for teaching online. The Center for Distance Education is reviewing both recommendations.

NNMC Faculty/Student Blackboard support continues on a daily/weekly basis. The Center provides support for Dean's/Chairs and faculty with Blackboard requests that include instructor assignments; online course design support and Bb trainings if requested. Student support includes the resetting of passwords; course access; instructional support; email/walk-in and phone support. On a positive note the Eagle Techs (if the program continues) will take on a much larger role thus freeing up the Center for Distance Education from handling these daily responsibilities.

Higher Education Center (HEC) & InFocus Mondopad Deployment & Training in planning for the launch of NNMC's first off campus site in Santa Fe the Center for Distance Education was tasked with providing a solution for transmitting video from either HEC or the NNMC Main Campus. The solution selected was the InFocus Mondopad providing the college and HEC instructor's flexibility in designing their courses. The Center for Distance Education provides instructor training for the Mondopads either by individual request or group settings. Currently the college has MP units in the Ben Lujan Library, College of Business, Department of Environmental Sciences, and the HEP Program.

Fall semester began the second year of the NNMC Eagle Tech Project that is a student based help desk operation that provides desktop support for our students/faculty and staff. It has become very popular with students with its location in the Ben Lujan Library it should be the goal of the college to institutionalize this service so it becomes part of the college's student support services.

Sun Online Course Sharing Project was revived at the start of this Fall Semester under the direction of the Center for Distance Education. Given the enrollment challenges facing the college this option for our students to take online courses at other member institutions or vice versa will hopefully help our students graduate in a timely manner from NNMC.

II. Challenges

Lack of Professional Development Opportunities: As with all academic support services at the college the professional staff suffers from a lack of professional development opportunities. The Center for Distance Education is no exception having no travel monies to attend national conferences or funds necessary to participate in online forums centered on new or emerging distance learning issues that aid the director in formulating new distance learning strategies for the college. In addition, our faculty online course review committee needs the opportunity to attend a Quality Matters national/regional conference their entire training has consisted of "hands" on learning led by the Director of Distance Education by attending a national conference and becoming a QM recognized member the college would enhance its prestige.

Lack of adequate staffing levels: Currently the Center for Distance Education has one staff member responsible for handling all student/faculty/staff office traffic; phone support; email responses; office paperwork; and Blackboard instructor and student support. Included in these additional duties is covering the Eagle Tech Desk during the mornings due to budget constraints. These tasks take away from the Director's time for project planning, committee assignments and professional development opportunities. Increasingly it is becoming more difficult to take "time off" except for holiday weekends or during semester breaks. The demands required of one staff member often extend into evening and weekend hours irrespective of the amount of time and effort expended during the normal work week.

Lack of funding: As all academic and support functions have experienced during the past several years the lack of targeted funding for staff positions or for equipment purchases poses a serious problem for not only for the Center for Distance Education but all Academic Support Services at the college. During the Spring Semester Budget Retreat a proposal will be made to assist the Center for Distance Education in hiring an additional staff member specifically a trained instructional designer/trainer. This staff position is increasingly becoming critical for the success of the college distance education program. With the addition of an instructional designer/trainer it will be much easier for our faculty course review committee to have an additional “content” expert to help review and improve courses that the review committee has recommended for improvement. In addition, in the role of trainer this individual will be responsible for designing training modules for faculty/staff to enhance our professional development opportunities at the college.

III. Future Projects

Planned Blackboard LMS Upgrade scheduled for January 2018 during winter break. This is a mandatory upgrade requested by Blackboard since our current Blackboard LMS version is outdated and does not operate well with new advances with Ellucian/Banner computer/software developments.

With the deployment of an upgraded Blackboard LMS training will be required of faculty/students to understand the changes they will encounter using Blackboard. In the past scheduled campus trainings of faculty and students are poorly attended and often ignored. It is hoped by creating targeting training video’s that can be streamed via YouTube the college can develop a culture of training not dependent on physically being on campus but serving the needs of faculty/students/staff whose schedules often require the use of mobile technologies. However, to accomplish that goal the need for a dedicated staff person to create and deploy these trainings is essential for the success of this project.

Development of the Higher Education Center in Santa Fe, NM in conjunction with NNMC’s main campus in Espanola. The goal is to offer courses that utilize the InFocus Mondopad on a consistent basis with instructors comfortable using its technology. It has been discussed to offer a series of eight-week semester courses targeting adult learners within the Santa Fe region. Although serving the needs of traditional students attending HEC oftentimes the working/professional adult is in need of additional certifications/or degree’s to enhance their careers.

Enhance the use of the Mondopads on NNMC’s main campus by training faculty on their use and potential to change the dimension of their classrooms. This is a long-term project and one that will need the assistance of a trained staff member from the Center of Distance Education.

NNMC Faculty Blackboard Institute the future of this project rests on whether the new NNMC/Faculty Association contract includes language that at a minimum addresses the need for faculty professional development. The changing climate of higher education not only demands an educated teaching component but one that is comfortable using educational technological whether using a traditional classroom or teaching online.

Currently, there is nothing that requires faculty to participate in professional development activates which is a disservice for our faculty members and to our students who use technology everyday.

The Faculty Online Review Committee must be continued and expanded in order to place this committee within the teaching culture of the college. It is paramount that this program continue and expand its scope so that the college can assure its students that the course they are taking whether in a traditional classroom, blended or fully online have met and passed a peer driven quality review process. It is also recommended that the committee's yearly budget be placed under the supervision of the Director of Distance Education as part of their professional development programs.

Financial Aid Office

Director: Jacob Pachecho

I. Annual summary of activities

In FY 2017 Northern's Financial Aid Office (FAO) provided students and their parents with assistance to acquire financial aid in the form of grants, scholarships and student loans. The FAO worked to administer a broad spectrum of financial aid programs which includes but is not limited to: Federal Pell Grant, Supplemental Opportunity Grant, federal/state Work Study, Federal Direct Loans, New Mexico Student Incentive Grant, State Loan for Service and scholarship programs such as Northern's Bridge Scholarship, New Mexico Lottery Scholarship and Northern's own Foundation Scholarship.

In total the FAO processed over \$4,786,032 million dollars in student aid that Northern students used to cover tuition and fees, books and in many cases resulted in cash refunds that students used to help them maintain their finances to get them through each semester.

In order to maintain eligibility to continue participation with federal and state aid programs the Financial Aid Office has the responsibility to meet a myriad of compliance requirements. Therefore, the FAO staff must be up-to-date on continually changing federal requirements and regulations that pertain to student eligibility and institutional requirements. Throughout the FY 17 year the FAO's staff participated in trainings specific to Title IV administration by attending the New Mexico Association of Student Financial Aid Administrators Conference in Albuquerque as well as the Department of Education Minority Serving Under-resourced School Division's (MSURSD) two day training also held in Albuquerque. The staff also participated in several webinar based trainings throughout the year.

The FAO staff was pleased with their achievement in conducting a successful financial aid outreach campaign targeted at high schools in Northern's service area. With the closure of the Educational Opportunity Center (EOC) on Northern's campus two years ago a huge gap in financial aid information and FAFSA assistance within Northern's service area was created. Recognizing the importance that financial aid outreach can have on the college going process and the positive benefits associated with community engagement for recruitment the FAO staff began working to provide both Financial Aid information sessions followed up by FAFSA completion workshops at area high schools. In FY 17 the FAO office provided financial aid outreach and support to the following high schools: Espanola, McCurdy, Pojoaque, Mesa Vista, Penasco, Cuba, and Escalante. Outreach to schools requires travel to rural sites and is most often outside of regular working hours. Each member of the FAO staff understands the critical importance of doing their part as financial aid professionals to educate the community about financial aid opportunities that can help break-down a major barrier associated with attending college. Continued outreach initiatives will be assessed through through the assignment of this activity as a co-curricular project.

With the EOC program no longer funded Northern also lost a valuable student support resource that assisted students with the FAFSA application and process on the Northern campus. For this reason the FAO is now in its second year of providing one-on-one support to any student to complete the FAFSA application at anytime during regular office hours. The recent remodel of

the FAO space and the acquisition of computers for student use has helped to facilitate and effectively provide this important student service function which contributes to both student recruitment and retention.

Another important function that the FAO conducted during FY17 is the administration of the Work-Study program which handles both federal and state allocations to provide on-campus employment opportunities to eligible students. The combination of the federal and state work-study programs resulted in forty (40) student employment positions and a combined student earning of \$158,127. The WS programs help fortify the human resource capital on campus primarily in departments that have a student service and support mission.

It is important to highlight something special about the FAO staff that pertains to their ability to work in the spirit of camaraderie with other college departments for the benefit of helping each other. FAO staff helped provide front desk operator coverage during times that the Business Office was short-staffed and they also provided coverage for the Receivables Department when their staff went on vacation. It's that sort of unselfishness that sets an example for other employees to follow and contributes to strong unity among staff and across departments.

II. Challenges

The College must at all times maintain a high level of administrative capability in the administration of Title IV funds. The Administration of Title IV funds is an institutional responsibility and should never be considered to solely rest in the hands of the Financial Aid Office. Virtually every facet of the College plays a role in helping maintain healthy financial aid status for the College. For instance, the Admissions office must insure that all transcripts are received before a student can be considered a degree declared student. The Registrars office must insure that student enrollment information is accurately and timely reported. Provost's office Dean of Students, Security office, and all of the instructors that check rosters and assign grades play a role in the Administration of Title IV funds whether they know it or not. In particular the Business office must work hand in hand with the FAO to deliver federal aid to students and plays a vital role in the College's ability to meet Title IV regulations.

Past violations of federal student aid regulations have negatively affected the College's standing with the Federal Aid Programs. The College is currently on "Provisional" status and "Heightened Cash Management" for the past infraction of not submitting the annual audit on time to the U.S. Department of Education. Despite this, the Business Office very nearly submitted the College's FY 16 audit late and only missed the deadline by hours if not minutes. If it were not for the diligent efforts from Dr. Bailey to get the audit completed, the State Auditors Office to approve it and the Business Office staff to submit it to the Department of Education, the College would have automatically been granted Provisional Status for another five years and the assignment of Heightened Cash Management II (HCM2) would have been sanctioned. HCM2 would have created a tremendous administrative burden to the financial aid process and would have affected aid eligible students.

The purpose for describing the above mentioned elements is to remind the reader that a major challenge for the FAO now and moving into FY 18 is how to insure that other departments take their piece of Title IV responsibility seriously. It is imperative that moving forward every department does their part to help demonstrate strong administrative capability in the administration of Title IV funds to the Department of Education. As already mentioned, fiscal management is hugely important and is being monitored by the Department.

Currently Northern is facing a deadline to produce information that has been requested from Catherine Smoker with the U.S. Department of Education regarding findings related to the institutions recent FY16 audit. Due to the nature of these requests the College's action/responses must be a team effort between the FAO and the Business Office. However, it has been a challenge to have the Business Office work with the FAO to meet the requirements that are theirs to help resolve. Specifically, the request by the Department to provide new policies and procedures that will insure that NNMC adheres to federal regulations has seemingly been ignored despite efforts by the Financial Aid Director to draw attention to this and other issues that require a commitment by the Business Office to work with the FAO to meet the deadline for these requests.

To help solve communication issues critical to Title IV eligibility the Financial Aid Director will continue to voice concern about compliance issues that are outside of the FAO's control. The Financial Aid Director will continue to discuss these matters with the College's management team and will continually strive to educate individuals on how Title IV eligibility is an institutional responsibility requiring the demonstration of administrative capability by effectively meeting all federal guidelines, obligations.

Another serious challenge facing the FAO is insufficient Banner support. The entire College currently relies on one individual to insure that Banner modules across the College are functioning. This is a problem for the FAO because the Financial Aid Banner module requires almost daily support from a Banner expert. The FAO finds itself competing with other departments for our Banner Technicians time and energy to help us resolve issues that affect our ability to deliver financial aid to students. As years go by this problem becomes more pressing because it is only a matter of time before the College finds itself in an emergency mode for Banner support. In the ideal situation the Financial Aid Office would have a Banner Support Specialist assigned to the office much like other colleges do. Realistically however, that will likely not be the case. It is truly imperative though that the College plan for an increase in Banner support and budget accordingly for the future.

Within one year the FAO will likely see the retirement of its Student Loan Officer. The loss of such an experienced individual will place a challenge on the FAO to find a suitable replacement. In the mean time extra effort will be placed on cross training within the office to insure that the student loan process continues as seamlessly as possible when the Loan Officer makes her departure.

III. Future Projects

The FAO would like to tackle the following initiatives in FY 17:

- 1) Investigate the potential to go paperless – Working in conjunction with the IT department the FAO hopes to find an affordable option that can be utilized by other departments if they so choose to go paperless as well.
- 2) Focus on improving the staff's knowledge of ever changing regulations – The FAO has increased its membership access with the National Association of Financial Aid Administrators to gain access to important webinars. In addition, participation in state and federal trainings will be highly encouraged for all staff members to attend. In addition, the FAO en
- 3) Communication with students from Financial Aid on important topics – It is the Directors initiative to begin an information campaign to inform the campus community about Summer Pell and other important Financial Aid topics.

Institutional Research

Director: Carmella L. Sanchez

I. Annual summary of activities

During FY17 the Office of Institutional Research has provided data and statistical analysis to stakeholders across the college. The office supports grant data reporting such as

- Title II (College of Education)
- Title III (STEM Courses Data)
- Student Consumer Information/Title IV compliance reports
- Title V Grant supporting data
- Carl D. Perkins Performance Measures
- Educator Accountability Reporting System (EARS)
- National Science Foundation (NSF STep)
- Northern Rio Grande Stem Collaborative Grant (NRGSCG)

The Office of IR also prepared the following mandatory NM State Reports:

- Higher Education Department (HED) Degree files – Three submissions (Summer/Fall/Spring)
- Higher Education Department (HED) Course File – Three submissions (Summer/Fall/Spring)
- Higher Education Department (HED) Student File – Three submissions (Summer/Fall/Spring)
- Higher Education Department (HED) Student Course – Three submissions (Summer/Fall/Spring)
- Council of University President's (CUP) Quarterly Report – Two submissions (Fall/Spring)
- Council of University President's (CUP) Accountability Report – Fall
- Council of University President's (CUP) Graduate Survey – Fall and Spring
- Department of Finance Administration (DFA) Submittal Sheet – Fall
- Higher Education Department (HED) Capital Outlay Report
- Carl D Perkins Performance Measures (*each indicator is also disaggregated into NM PED Special Populations: Individuals with Disabilities, Limited English Proficiency, Other Educational Barriers, Economically Disadvantaged, Non-Traditional, Single Parent, Displaced Homemaker*). Measures include: Technical Skill Attainment, Credential- Certificate or Degree completion, Student Retention or Transfer, Student Placement, Non-Traditional Participation, Non-Traditional Completion, Form K Enrollment Form and Pell/Bia reports.

The Office of IR prepared the following mandatory Federal Reports

Integrated Postsecondary Education Data (IPEDS)

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

The IR Office also prepared the following annual reports

- Fall Factbook
- Student Surveys

- Staff and Faculty Surveys
- Employer Surveys
- Collaborative Partnership Surveys
- Academic Program Review data
- Registrar weekly/daily enrollment report
- Admissions weekly/daily enrollment report

The Office of IR worked with the Higher Learning Commission by:

- Receiving HLC communications regarding the institution's accreditation and communicating to Executive Team
- Disseminating information and answering questions about HLC policies and procedures for all audiences within the institution.
- Staying current with HLC policies and procedures
- Timely submission of HLC Institutional Update Report (ensuring the currency, accuracy and timeliness of information)
- Oversight and direction for the timely submission of substantive change requests and reports required by HLC policy including the suspension of programs (e.g. Art, Wildland Fire Science, Police Science) and new programs (Health Science)
- Responded to HLC as requested in its consideration of proposed policies, procedures and issues affecting the accreditation relationship (via electronic surveys)
- Notify the NNMC of its financial obligations to HLC through the timely payment of dues/fees
- Spearheaded the Interim Report preparation and submission

The office also prepared numerous ad hoc reports and began to post results on Google Drive for all deans, directors and chairs to access along with the executive team.

- ADN Program Surveys: ADN Program Graduate Survey, ADN Program Orientation Survey, Student Evaluation of Course Theory, Student Evaluation of Course Clinical, First Year Student Survey, Second Year Student Survey, ADN Program Employer Survey.
- College of Business Administration Survey: Employer Satisfaction Survey & Student Survey.
- Department of Workforce Solutions, Customer Service Training, Summer
- Dual Credit study
- Enrollment Study
- Enrollment reports by program

The office also completed the following student assessment activities:

Curricular Assessment - (Fall 2016, Spring 2017 & Fall 2017)

- CLAS Committee reviewed, updated, and improved the College-wide Curricular Assessment Plan and Cycle ([see Curricular Assessment Plan and Curricular Assessment Cycle](#)).
- A College-wide Curricular Assessment Map was created to assess CSLOs ([see Curricular Assessment Map](#)).
- Course lists were created indicating specific 100/200 level courses that will formally assess the College-wide Student Learning Outcomes (CSLOs) during the spring 2017 and fall 2017 semesters ([see spring 2017 course list](#), [see fall 2017 course list](#))

- Faculty reviewed and created four new individual college-wide rubrics (to replace the one existing rubric). View rubrics here: [Communication](#), [Critical Thought](#), [Cultural Sustainability](#), and [Information Competency and Research](#).
- Professional Development training was provided to faculty for each individual rubric assessing CSLO's.
- Faculty piloted two of the new rubrics.
- Data regarding two of the new rubrics was collected.
 - [Communication Rubric Data, Spring Semester - 2017](#)
 - [Critical Thought Rubric Data, Spring Semester - 2017](#)
- Professional Development for new faculty was provided regarding the use of the Cultural Sustainability Rubric and Information Competency and Research Rubric.
 - Analysis of CSLO data collected in the spring 2017 [add link\(see Curricular Analysis and Action Plan\)](#).
 - [Implement NNMC Syllabus Template](#)

Next Steps for Curricular Assessment- (Spring & Fall 2018)

- Deans and Chairs will identify 300/400 level courses that will assess CSLOs during spring 2018 and fall 2018.
- The institution will host an Assessment Day where internal stakeholders will review and analyze curricular data from CSLOs collected during the fall 2017 semester and develop action plans.

Co-Curricular Assessment- (Fall 2016, Spring & Fall 2017)

- A co-curricular committee was created with representatives from the Office of Institutional Research and three student services departments.
- The committee met with internal stakeholders to capture a snapshot inventory of co-curricular activities already happening on campus.
- The Co-Curricular Committee developed a guiding plan for co-curricular assessment ([see A Plan for Co-Curricular Assessment at Northern New Mexico College](#)).
- Within the assessment plan six co-curricular student learning outcomes were identified:
 - Promote Health & Wellness
 - Support Social & Personal Growth
 - Cultivate Culture & Identity
 - Encourage Student Leadership & Engagement
 - Engage the Campus & Community
 - Develop Career & Lifelong Learning
- The library piloted a co-curricular assessment.
- Analysis of the pilot assessment took place ([see results here](#)).
- Analysis of data determined that the student learning outcome of career and lifelong learning, was met through this co-curricular experience.
- As a result, funding for this co-curricular program became part of the institutional budget in Fall of 2017.
- The Co-Curricular Committee developed templates for planning and reporting co-curricular assessments (see [Co-Curricular Inventory Form](#), [Co-Curricular Assessment Plan Form](#), and [Co-Curricular Assessment Report Form](#))

- Professional Development Training occurred during a Co-Curricular Assessment Retreat where faculty and staff learned how to complete the Co-curricular Inventory Form, the Assessment Plan, and the Assessment Report.
- A second round of professional development training was delivered during Convocation Week.
- Co-Curricular Assessment Plans due to Provost by September 30, 2017 (institutional annual due date for co-curricular assessment plans).

Next Steps for Co-Curricular Assessment-(Spring, Summer & Fall of 2018)

- Programs and departments implement co-curricular Assessments.
- Professional development training and Co-curricular Assessment Check-in Workshop planned.
- Co-curricular Assessment Reports due to Provost by June 30, 2018 (institutional annual due date for co-curricular assessment reports).
- Co-curricular Retreat where internal stakeholder share their Assessment Reports, data, and action plans.
- Professional development training planned (institutional annual co-curricular retreat).
- Co-curricular update and sharing between academic units during convocation.

II. Challenges

Challenges that the IR office currently faces or that will face in the next year (FY 18) are the growing data needs of the college and the FTE limitations of the office. The office is currently led by a 0.8 FTE and the assessment efforts are led by a 1.0 FTE. The office would benefit from a 1.0 director and a 20 hour per week work study. In addition,

- The IR Director is in dire need of a faster computer and an up-to-date laptop
- The office currently has a \$180 budget for the entire year a budget of \$300 would be more appropriate.
- The office currently has a travel budget of \$200 for two individuals to share for the entire year
- Professional Development for Assessment Coordinator:
 - New Mexico Higher Education Assessment and Retention Conference -February 22 and 23, 2018 at the Hotel Albuquerque

III. Future Projects

The Institutional Research office will be focusing on the HLC Quality Initiative. In the coming months the IR office will lead the following activities:

1. Design and propose a Quality Initiative
2. Choose a quality initiative
3. HLC-facilitated program. Currently, HLC has two such programs, the Assessment Academy and Persistence and Completion Academy

The IR Office recommends that the institution participate in item 3. the Student Persistence and Completion Academy.

HLC's Persistence and Completion Academy provides participating institutions a structured, mentor-facilitated, four-year program aimed at evaluating and improving student persistence and completion rates.

Structure of the Academy

Institutions will enter the Academy grouped together in Academy cohorts. Each institution is assigned a Primary Mentor and a Scholar who provide support for the duration of the Academy experience. Each institution builds an Academy team of five to eight individuals that should include members of its faculty, staff and administration.

The Collaboration Network

Institutions in the Persistence and Completion Academy interact with their mentors and other institutions through the Collaboration Network. Throughout the four-year Academy, institutions use the Collaboration Network to provide Project Updates on the progress of their Academy Projects. The Primary Mentor and the Scholar respond to the Project Updates with feedback.

The Collaboration Network also allows institutions in the Academy to build connections and maintain dialog with other institutions in the Academy and share strategies and ideas to improve their persistence and completion initiatives.

Year One

Information and Planning Workshop: The Information and Planning Workshop prepares the institutional representatives heading the Academy effort to assemble and lead an effective Academy team. The workshop will provide an in-depth view of the Academy, how it works, and the expectations and opportunities associated with membership.

Data Discovery: The institution hosts a mentor-facilitated data inventory, via videoconference or on-campus visit, to look at the institution's current data sets on persistence and completion and at the structures in place to assure campus-wide engagement in data analysis and planning. The Academy team's Primary Mentor provides feedback on the state of the institution's data and suggests what data sets should be included in the institution's Data Summary Book.

Academy Roundtable: The Academy Roundtable is a three-day event at which Academy teams begin building their Academy Projects and goals. The Academy Roundtable also provides information on strategies to improve persistence and completion at each Academy team's institution.

Year Two

Midpoint Report: Each Academy team documents its progress in a Midpoint Report, which is reviewed by the team's Primary Mentor and Scholar, who provide a response to the highlights and challenges of the project.

Midpoint Roundtable: The Academy team attends a multi-day Midpoint Roundtable to share progress, seek advice from other Academy teams and receiving in-person mentoring on the next stages of the Academy Project.

Year Three

Third-Year Mentor Consultation: The Academy team's Primary Mentor consults with the institution to review the team's progress, offer suggestions for final efforts to implement strategies and provide recommendations for the team's final year of the Academy.

Year Four

Results Forum: Academy teams attend a multi-day Results Forum to share accomplishments and findings, compare practices and benchmarks, and define strategies to sustain their new persistence and completion efforts.

Impact Report: Each Academy team submits an Impact Report chronicling its work in the Academy and the improvements made to persistence and completion at its institution.

For institutions in the Open Pathway: The Impact Report validates the institution's completion of the Academy and serves as the Quality Initiative Report.

Consolidated Response: The Academy team receives a Consolidated Response to the Impact Report from the team's Primary Mentor and Scholar.

Optional Activities

Academy members may choose to take part in optional services and activities to further support the development of their persistence and completion initiatives.

The program cost is approximately \$6,750 per year.

Library

Director: Amy Ortiz

I. Annual summary of activities

Eagle Tech Support

In collaboration with Distance Education, IT, and the College of Engineering, the library successfully implemented Eagle Tech Support, a new student service intended to foster the development of “soft” technology skills amongst NNMC’s student population. Faculty and staff were able to identify knowledge gaps amongst NNMC students in the following technology areas: Eagle Email, Blackboard, Banner, word processing, online communication and collaboration tools, typing, and internet searching.

Eagle Tech Support is designed to provide quick solutions to problems such as email password resets in addition to more involved technology tutoring with NNMC students. The Eagle Tech Support Desk is located on the first floor of the west wing of the library. It is centrally located on campus and open outside of regular business hours: Monday-Friday, 12 p.m.-7 p.m. and Saturday, 12 p.m.-5 p.m.

As a result of Eagle Tech Support, it became clear that the library was an ideal location to house Distance Education and a member of the IT team, Chris Trujillo. This leveraged enough knowledge and authority to make significant strides in student support and service. By centralizing support staff in the library, cross-training became a natural progression, which enables each department to better serve students.

The first Eagle Techs were hired at the beginning of the Fall 2016 semester. There was a pool of qualified candidates, most of which were students from the College of Engineering. The chosen candidates were Tenzin Shedup and Cesar Trevizo. Both Tenzin and Cesar graduated from the College of Engineering in May 2017. Between August 26, 2016 and May 10, 2017, Eagle Tech Support supported 331 technology tutoring sessions/ troubleshooting transactions. See Eagle Tech Log, Fall 2016-Spring 2017 for details.

Library Instruction

Between August 22, 2016 and August 13, 2017, the librarian reached 256 students through library instruction. The focus of library instruction is to demonstrate how to search for information resources using the library’s search interface and the importance of identifying, accessing, and utilizing quality information resources. The goal for the upcoming year will be to increase the number of students who attend library instructional sessions by 10%.

Workshop Wednesdays

The librarian offered a series of workshops throughout the fall 2016 and spring 2017 semesters. Each workshop focused on different information resources, technology tools, or career and

lifelong learning opportunities to help students build a larger and more varied skillset. The goal of fostering these skills and awareness of resources was to encourage student success.

A total of 45 workshops were offered throughout the fall 2016 and spring 2017 semesters. Topics varied and included: Eagle Email, Google Drive, Google Calendar, Google Docs, PowerPoint 101, Avoiding Plagiarism, Formatting Papers in APA Style, Write a Winning Resumé, Mango Languages, Films on Demand, Statista, American Red Cross Opportunities, Improve Your Typing Skills, Intro to Blackboard, Blackboard Mobile App, FAFSA Completion, AmeriCorp Opportunities, and Library Research Skills. Each workshop averaged 2.3 attendees, for a total of 104 workshop attendees between fall 2016 and spring 2017 semesters.

Due to low attendance, workshops will continue less often and more focus will be given to creating on-demand video tutorials accessible through the library's webpage.

Co-Curricular Assessment

The librarian served as a co-curricular committee member. The co-curricular committee created a framework for co-curricular assessment, developed tools to harvest data, and trained colleagues on the how and why of co-curricular assessment at Northern New Mexico College.

Eagle Tech Support at Ben Lujan Library became one of three co-curricular pilot assessments under the direction of the librarian. A survey was conducted between March 27, 2017 and May 13, 2017. Twenty-six students responded to the survey and self-reported their ability to perform certain technology tasks such as utilizing email and other digital communication tools effectively, utilizing software applications and web platforms for academic and professional purposes, and/or utilizing or troubleshooting basic hardware. Prior to their visit to Eagle Tech Support, only 15% of respondents identified as feeling confident in their ability to perform these tasks; after their visit to Eagle Tech Support, 50% of respondents identified as feeling confident in their ability to perform these tasks. From these results, it is clear that Eagle Tech Support is developing students' confidence in their ability to interact with technology. See [complete survey results](#) for more information.

Digital Signage

The library was able to install 2 digital signs in the building during the 2016-2017 academic year. These signs are located in the main lobby and at the west entrance near the Eagle Tech Support Desk. These signs are versatile, easily maintained, and do not require an exorbitant financial investment. They serve as an exciting and informative communication tool. The librarian posts information that rotates on a loop throughout operating hours. Information regularly displayed consists of library and campus events, library and Eagle Tech Support hours, information about library resources such as course reserves and specific databases.

According to the 2017 Student Survey conducted by the Office of Institutional Research, 49% of students surveyed found Digital Monitors extremely useful or useful for receiving information regarding NNMC news and events. The Creative Director for Communications and Marketing has

reached out to the librarian to follow a similar protocol for other monitors located throughout campus.

Accessibility Partnership

The library has collaborated with the Accessibility Resource Center to provide resources and space for those who require accommodations due to a disability. Resources primarily include access to technology such as iPads that facilitate easy access to eBooks. The library also provides testing accommodations and proctoring services. This academic year, the library converted a previously under-utilized space into an Accessibility Study Room, which is a semi-private study space with a desktop computer with access to speech-to-text software and a text magnification screen.

Faculty and Staff Training

The library is now home to Northern's first Mondopad. As the host of the first Mondopad on campus, the library offered faculty and staff training on how to use the Mondopad. The library set up work sessions for faculty and staff that were interested in learning how to incorporate this new and exciting technology into their curriculum.

The library also hosted a Google Forms training for faculty and staff the week before and the week of convocation. The library will continue to support the use of Google Forms for campus projects in the future.

The library partnered with Distance Education to participate in a panel discussion on online course best practices. The librarian specifically focused on incorporating digital communication tools into online course curriculum through screencasts and video capture. This partnership also resulted in a project to capture videos for professional development that can be made available on-demand.

II. Challenges

Space Utilization

The library continuously aims to offer new collections, resources, and access to technology for students, faculty, staff and the greater Northern New Mexico community. The library would like to reclaim space within the building to house future projects. The HiSet Testing Center and Canal Seis Studio have both been permanently relocated into space inside the library that was previously utilized as classroom and instruction space. Eventually, the library would like to recover this space and use it for instruction, technology, and institutional archives.

These spaces are both under-utilized as the Canal Seis Studio and HiSet Testing Center since both rely on specific circumstances for operation. Each space is utilized for a few hours each week, thereby making the space unavailable for library use the rest of the time due to security and use-regulations.

Throughout the upcoming academic year, the library will strategically employ practices to make better use of library space. The space will become more functional and user-friendly to students, faculty, staff and the greater community.

Staffing

The library currently has 3 full-time employees, 1 part-time employee, and 3 work study employees. Work study employees can never be on shift at the library without the supervision of a regular library staff member. The library is open 7 days a week for a total of 75 hours each week. This makes it difficult for library staff to take annual or sick leave due to lack of sufficient coverage. Ideally, an additional part time employee to cover evening and miscellaneous hours as needed would alleviate a great deal of employee stress.

The library director will work closely with Human Resources to make sure that each employee is given proper training and understands expectations for customer-service and job knowledge. Over the past academic year, the library director has received several complaints about less-than-friendly customer service. The appropriate actions will be followed to make sure the right individuals are part of the library team and are willing to work toward a better library experience for students, faculty, staff and the greater community. Every person who enters the library should feel welcome and empowered to learn and access information and technology in a comfortable setting.

Planning for Technology Upgrades

It is imperative that the IT department, library, and business office develop a plan for continuous technology upgrades. Student-use computers were replaced in January 2017 through the use of GO Bond funds, but that is not a long term solution. There is never a guarantee that GO Bond funds will be available (based on voter outcomes) and the intent of GO Bond funds is to supplement library budgets not replace them. Computers that are used as heavily as those in the library by several different users should be replaced at least every 3 years and there needs to be a financial plan in place to accommodate that.

The library would also like to update the collection of iPads available for student checkout, which are currently 5 years old. Furthermore, the library would like to explore the opportunity to offer new technologies to students such as mobile hotspots or laptops available for checkout. Outside funding sources will be explored, but there should be a mechanism in place to replace and purchase some technology through the general operating budget.

III. Future Projects

Friends of the Library

The librarian will sponsor a student club called Friends of the Library whose mission will be to serve as an advisory board and fundraise for specific endeavors at the library. In order to more fully meet the information and technology needs of students, it is necessary to create a line of communication between students and library staff. This advisory board will make recommendations for collection development, policy changes, and the acquisition of new

technology tools. This co-curricular activity will support student inclusion into campus life and foster a sense of student leadership and engagement. The club will research the possibility of using the existing library café space for fundraising activities.

Institutional Archive

The library has formed a relationship with the El Rito Normal School Alumni Association. The Alumni Association is currently writing a book about the history of the El Rito Normal School and has offered to donate their research materials to the library upon completion of the book. These research materials include items that are of great historical value such as yearbooks, newsletters, correspondence, photographs, videos and other primary sources. The library would serve as a secure and welcoming space for these items so that alumni, friends, and family can have access to these historical documents that tell the story of Northern New Mexico College since its inception as a Normal School in 1909.

Microform Reader Upgrade

The library currently houses the only microform reader on campus. The machine is outdated and makes viewing and utilizing microfilm/ fiche extremely difficult. In collaboration with the Office of the Registrar, an updated and more practical microform reader will be purchased and utilized to digitize microfilm records to OCR searchable PDFs.

Other projects that could potentially result from an upgraded microform reader are working partnerships with the Rio Grande Sun and Rio Arriba County to digitize back issues of the local newspaper as well as historically valuable county documents currently only available on microfilm/ fiche.

Library Website Content

The library will increase efforts to add additional content to its website, such as subject guides and how-to videos. The goal will be to increase awareness and utilization of library resources.

Madrid Lecture Series

Dr. Arturo Madrid donated a collection of Hispano/ Chicano literature books to NNMCLibrary in 2015. Since this time, Dr. Madrid has expressed an interest in hosting an annual lecture series focused on the history, culture, art, and humanities of Northern New Mexico. The inaugural lecture will be held on September 21, 2017 at 7:00 p.m. in the Madrid Collection Room at Ben Lujan Library. Dr. Madrid has donated \$5,000 to underwrite the event for the next five years.

Registrar

Interim Registrar: Gerald Wheeler

I. Annual summary of activities

Achievements: The office of the registrar has successfully implemented the clearinghouse degree verify service for all students in the database (banner). This service provides employers etc. the ability to verify enrollment (dates of attendance), degrees awarded, and enrollment verification through the secure clearinghouse portal.

Failures: one major failure that I have experienced in this office is we are unable to complete and maintenance the degree audit system. Since the implementation of Degree works back in 2012, I was selected by the registrar at that time Dr. Jan Dawson to become the degree works administrator. Since I was studying MIS (Management information systems) within my undergraduate and graduate endeavors, she thought I would be a perfect fit. This is because I have curriculum/registrar experience and within this time I have studied various aspects of information systems (IS). As years went on, Dr Dawson moved me up to be the associate registrar, which would incorporate the component of "Degree works administrator". I was one of the only ones trained by an Ellucian expert trainer during the implementation and go live startup of this system. We have failed to be able to continue maintenance (application development) scribing of the catalog's and degree plans because of lack of resources, and since my time has been allocated to do daily operations regarding the office of the registrar's role here at the college. This is the main maintenance portion, however, the overall administration of degree works includes configuration of dap files, UCX tables, war files, permissions for users, and administration of SHEPENTRY, which has been converted to be accessed through a web portal. I feel that this has been the biggest failure to provide students an innovative tool to track degree progress, help our advisors, and possibly increase our retention.

Successes: We have successfully cleaned up NSLDS (National Student Loan Data System) or student loan errors in the National student clearinghouse (NSCH) as a collaborative effort with financial aid on a monthly basis. When NSCH began these reporting requirements for higher education institutions, we had to correct numerous errors using a cross validation from banner to NSCH. After the first initial month, we have successfully minimized errors. Every month we work in a timely manner to correct any pending errors or completely resolve them on a month to month basis. The college as a whole, with the diligence of the IT department in FY 17 have implemented an ODA (Oracle Database Appliance) the foundation for our upcoming Banner 9 upgraded system. I cannot stress this enough, but this integration of a new system which will provide users GUI dashboards, analytics, student friendly mobile access, and overall performance from the older Banner 8 version will entail a lot of cooperation from different units that use modules such as student services, finance, HR, financial aid etc., to ensure that the system is functioning properly by the means of testing (test cases, agile, scrum) processes when TEST and production environments go live.

II. Challenges

Currently our department faces the challenge of being understaffed. This goes back to getting human resources cut from our office, which affects other areas and in order for us to provide student services. It affects us to provide services such as transcript processing, change of majors, transfer evaluations, to name the main services that we can currently provide and should to our students. It will take a while to get a Registrar, with the budget constraints, it may be awhile before we can build our staff back up. This will mainly rely on the new registrar's new leadership in what they want to focus on for the office of the registrar's future mission and strategic plan. Long term I hope we can get degree works back on track, thankfully IT has been upgrading to the latest version on the backend, but in technology this is mandatory because then it would affect other systems especially now that we are trying to prepare for the implementation of banner 9 in 2018.

III. Future Projects

The office of the registrar will continue to work with all departments' campus wide to provide the best customer service for all students to the best of our ability with the resources that we currently have. We will have to prioritize tasks that affect all our student body such as commencement, course scheduling, enrollment services, and FERPA. The Degree auditing system will need to stay inoperable, and really not offer any benefit to students because of the lack of expertise, human resources, and scribe which is behind compared to the latest catalog degree plans.

Our Transcript service is also phasing out or shutting down since TOD (Transcripts on Demand) recently sent a letter stating that the TOD will be soon unsupported as of December 31st. It seems that this has been in communicated to our office previously, however yesterday (09/05/17) was the first time that I read letter which was delivered by Fed Ex. The office of the registrar is now pressured to make a decision, in what to do so students are not affected regarding transcript requests. The company (Credential Solutions) who sent the letter is offering (TranscriptsPlus) but this means that costs could also rise in using this service. Last year, Kathleen and I had a webinar with Dannette Sullivan from the NSCH. This webinar introduced us to their transcript service which was automated, efficient, and seemed cost effective. Since we are already using them for degree verify, this could potentially be a positive solution. This will require working with IT to consult with clearinghouse and create a plan to integrate this transcript service.

The other very near future project that needs to be done is required by all higher education institutions in the state. Our course numbering needs to be in compliance with all colleges in order to establish courses as "common courses". This is in order to better fit transfer evaluation and articulation between these courses at every institution. This is going to be a huge project statewide. For our institution we will have to sunset (inactivate) courses in our banner catalog database. Configure and maintenance degree works and banner with all the new changes that will more than likely have a four subject prefix and four numeric suffix for each course in the system and reflected in the catalog.

Eventually I would like to see TES or (Transfer Evaluation System) which assists office staff to effectively and efficiently transfer courses in for incoming students. This saves a lot of time for the individual doing transfer evaluations, and a faster turnaround for students to see on their transcripts.

Student Life

Coordinator: Richard Sedillo

I. Annual summary of activities

- The Zombie Run- The event failed due to lack of participation. As a result, Student Life Director, Richard Sedillo purchased pizzas for Spring 2017 finals week with his own money.
- Welcome Back Week Fall 2016- Organized and hosted Welcome Back BBQ
- Black History Month- Rented the Movie Theater for a free showing of Hidden Figures for students and staff
- Culture Day – Organized and purchased ingredients for students and staff for Culture Day Desserts.
- Mid-Term Exam Cram- Purchased snacks for students for Fall 2016 midterms week.
- Finals Exam Cram- Purchased pizzas for students for Fall 2016 Finals Week.
- Pancake Breakfast- Organized and hosted pancake breakfast for students.
- Let's Make a Difference- Provided food and refreshments to plan for Northern's Day at the Roundhouse
- Global Coffee Hour- Partnered with Sarah McCormick to provide refreshments for 3 different Global Coffee Hour events
- Lady Eagles BBQ- Hosted BBQ to celebrate the Lady Eagles Trip to the All Tournament
- Endtake Volleyball Tournament- Organized and hosted Endtake Volleyball Tournament
- Career Expo- Provided refreshments for the event
- Transportation to Santa Ana Game- Provided transportation for students to attend the Eagles vs. Aggies Game
- Transportation to Durango- Provided transportation for students to attend the Eagles vs. Fort Louis Game
- Getting Into Gear- Provided students with snacks to celebrate the Spring 2017 Semester
- Student Coffee Hour- Hosted a coffee hour to allow students to voice their views and concerns about possible tuition raise.
- Student Ambassadors- Sponsored 3 Student Ambassadors
- New Student Orientation BBQ- Organized and hosted New Student Orientation BBQ
- Thanksgiving Lunch- Partnered with ASNMC to host Thanksgiving lunch for students.
- Welcome Back Week- Provided various snacks and refreshments for students during the first two weeks of the Fall 2017 semester, including the Welcome Back BBQ

- End of Semester Lunch- Partnered with ASNNMC to host end of the year Frito Pie Lunch
- Student IDs- Purchased film and stickers for Student IDs
- Winter Ball- Partnered with ASNNMC to organize and host NNMC's First Annual Winter Ball
- Food Demonstration at Camino de Campos- Supported the event.
- Native American Dancers- Helped sponsor Native American Dancers
- Halloween Lunch- Partnered with ASNNMC to host Halloween Lunch for students
- Supported Student Bands-Hired students to perform at various events

II. Challenges

- College Team Spirit - One challenge is encouraging students to take pride in their school and participate in activities.
- College Environment- We want to work to get the various colleges at Northern more involved.
- Funding- More funding would allow us to bring entertainment and events that bring

III. Future Projects

- SLAC will push for more intramural sports and activities
- SLAC will continue to have events similar to years past
- SLAC would like to reopen Student Lounge/ Gameroom
- SLAC will continue to support other on campus events
- ASNNMC Elections
- Bus Rental for transportation to Men's Eagle's Basketball games (Lobos and Aggies)
- Bus Rental for transportation to Women's Eagle's Basketball games (Aggies)

SPECIAL EDUCATIONAL PROGRAMS

Adult Education Program

Director Lyz Abeyta

I. Annual summary of activities

The Adult Education Program had a successful 2016-2017 academic year, despite all staff being new hires starting the fall semester. Program achievements and successes are noted below:

Computer Lab – The Program began the 2016-2017 academic year with a new state-of-the-art Computer Lab (AD103). The new Director used available funds from FY15-16 to purchase furniture and computers to form this new computer lab, and the project began shortly after all items were received at the end of June 2016. With the generous help of IT and Facilities staff, the new Computer Lab was completed and ready for use by August 3, 2016. The Computer Lab consists of 20 individual computer workstations and enables the Program to offer blended instruction, integrating software in the classroom with traditional classroom instruction.

Length of Classes - The length of classes changed from 5-week to 8-week terms. Longer terms will allow students more learning time in each subject before going on to the next level. It is anticipated that this will yield more level gains for the Program and keep students motivated to continue their education. When students achieve level gains they are motivated to keep learning.

One-year Program – The Program is now officially a one-year program. If students enter the program at Level I, they have six months to get to Level II. If students enter the program at Level II, they have six months to order their Hi-SET exam, pass all five content areas, and get their High School Equivalency credentials. Elevating the expectation will work for most students, however, students who are minors or who have self-identified as having a disability may take longer to complete the program.

Certifications – In October 2016, all staff became certified to administer GAINS testing. Shortly thereafter, HED announced that all programs needed to be TABE certified by December 2016 because TABE would be the preferred testing tool beginning January 2017. Students who were pre-tested with GAINS were post-tested before the end of the fall semester in order to officially close out their records. All staff became certified to administer TABE by December 2016, including TABE CLAS-E for pre-testing ESL students. Unfortunately, there was no time for staff to become CASAS certified during the fall semester, which was the official testing tool for ESL students at the time. As a result, about 35 ESL students were counted as “enrolled” but they did not qualify for “reporting purposes” (level gains) because they were not pre-tested. The Program

began using TABE in January 2017 to uniformly administer testing to all students, including ESL students, and all students are now being pre-tested.

Mondopads – The Program purchased two InFocus Mondopads at the end of the 2016-2017 academic year. These Mondopads are computer units with large interactive touchscreen displays, which will be used in our Adult Education classrooms. The Program will use these units to deliver Distance Education to centralized locations in rural communities using WiFi and video conferencing capability. The Adult Education Program is in the process of collaborating with Dulce schools and the Peñasco community to deliver distance education to students in their areas. The units will also be used to receive certification training from outside state agencies in order to comply with WIOA (Workforce Innovation and Opportunity Act) requirements. The Adult Education Program will partner with the Department of Workforce Solutions and the Northern Area Local Workforce Development Board during the academic year 2017-2018 to implement a formal referral process to facilitate certification training.

Regional Training – The Adult Education Program hosted regional training by NMDELTA (NM Distance Education and Learning Technologies) at Northern New Mexico College in October 2016. NMDELTA is a team of master instructors teaching throughout the state of New Mexico. Their web site contains resources to assist in the creation and support of quality distance education programs for Adult Education in the State of New Mexico.

II. Challenges

The Adult Education Program faces two main challenges that will continue into the academic year 2017-2018.

Student Retention – Historically, student retention has been an ongoing challenge for the Adult Education Program. While there are many different reasons why students leave the program, it is a known fact that students need to feel successful in order to stay motivated. The Adult Education Program will begin working intensely with students who score average or above average on their pre-tests and prepare those students to successfully pass the five areas of the Hi-SET. The goal is to encourage these students to enroll at Northern New Mexico College (NNMC) to continue their education.

Financial Resources - The Adult Education Program has committed every dollar from the Federal Budget to hiring four instructors to teach Math, English, ESL II and Career Readiness. As a result, there are no financial resources available to hire tutors to work with students who score average or above average on their pre-tests. Any financial assistance to hire tutors to enable student success would be greatly appreciated.

III. Future Projects

The Adult Education Program will focus its energy on collaborations and partnerships during the 2017-2018 academic year:

MMCC (McCurdy Ministries Community Center) – This partnership will enable Northern New Mexico College to participate in developing community members by providing Adult Education and Continuing Education classes at the Community Center. The Adult Education Program anticipates enrollment to grow through referrals from McCurdy Ministries. Development of the “In-Kind” MOU is in progress.

Help-NM – The Adult Education Program signed an MOU with Help-NM during the 2016-2017 academic year and expects to sign another MOU with Help-NM for the 2017-2018 academic year, as the next cohort cycle begins in October 2017. This partnership enables students to obtain on-the-job training through Help-NM while attending adult education classes here at NNMC.

C3 Initiative – The Adult Education Program will be submitting an application this week to be considered as a mentee program for this state-wide C3 Initiative. C3 (College and Career Readiness Standards, Career Pathways, and Collaboration) ties three initiatives into one effective method of delivery. During Phase I of the project, four Mentor Programs collectively identified accountability measures and outcomes for the scope of the project. If the Adult Education Program is selected as a mentee program, the four mentor programs will collaborate with the Adult Education Program at NNMC to provide strategies for implementing C3 as part of our Program. While it will be an intense one year of training and implementation, the Adult Education Program is ready for the commitment and has the tools (Computer Lab and Mondopads) to make it a success.

NALWDB – The Higher Education Department, as part of the grant that was recently approved, requires adult education programs throughout the state to sign an MOU with the Northern Area Local Workforce Development Board (NALWDB) in their region to comply with WIOA requirements. WIOA assures that U.S. companies remain competitive and grow jobs, that our domestic workforce has the guidance and pathways needed to obtain required skills, and that our communities have the workforce development system to remain strong. The Adult Education Program will collaborate with the NALWDB to develop an “In-Kind” MOU.

Distance Education – The Adult Education Program will implement a process for effectively delivering distance education to centralized locations in rural communities in our Northern region. The Adult Education Program has the tools (Computer Lab and Mondopads) to make this

project a success and collaboration has already begun with Dulce Schools and the Peñasco community. If the McCurdy Ministries Community Center is interested in Distance Education, they will be included in the initial pilot.

College Assistance Migrant Program
Director: Stephanie Vigil-Roybal

I. Annual summary of activities

Summary of Activities: CAMP provides individualized and inclusive Advising, academic tutoring in Math, English and Science, Faculty & Staff Mentored (undergraduate research experiences (URE)), First Year Experience (FYE) Course, Career Advising and Planning.

Objective Activity; 1.) Bilingual Outreach, and Identification of fifty qualifying candidates; 30 selected to serve. 2.) Comprehensive academic support: Intrusive Advising, ANA/IEP development; tutoring; Faculty Research Mentoring. 3.) Non-cognitive support services: NSO-New Student Orientation, FYE (first year experience course)/Learning Community; Cultural and Community Building Events; Peer Mentoring; Mental Health Counseling; Career Planning/Advising. 4.) Family/Parent Track, Family Engagement in Extracurricular Activities.

5.) Comprehensive Financial Support; Tuition/Fees/Books/Supplies; Stipends. 6.) Continuation Services; Internships and Career Placement. Achievements: CAMP was awarded new Grant for 5yr projects (2017-2021), saved previous CAMP Grant from failing on the last year cycle (2011-2016), enrolled and completed record high numbers (300% turn around), CAMP Enrollment and Retention is at a record high, currently holding a waiting list of students interested in CAMP.

New Administration Staff was hired President, Vice President, and Provost, (Fall 2017). Established, collaborated and strengthened new relationships with continued support from HEP (High School Equivalence Programs) at Northern, and UNM Taos HEP. Faculty & Staff Mentorship program. Re-established community outreach relationships with dual role recruiter who works with Northern recruiter and CAMP. Successes: Student Success – current and alumni students feel accepted, welcomed, valued and appreciated, “a sense of belonging” while being part of CAMP. Revised New Student Guide (Manual) - to help students navigate CAMP and it’s requirements with participation as they succeed during their first year in college. Submitted required documents to close previous Grant. Established a reliable external evaluator to design a plan for gathering and analyzing qualitative and quantitative data for each service component, activity and objective; assist with linking internal and external evaluation process and who assesses the program as a whole unit. Participated in a mentorship/coach project for New CAMP Directors with the US Department of Education/Office of Migrant Education and was assigned a mentor/coach to work/learn with. Established new relationships with LANL foundation for possible student scholarships, worked closely with LANL Student Program Office for possible internships, and currently working with LANL as their pilot project for Tech Pipeline Programs for student internships. CAMP currently moved into newly remodeled offices with student focused learning centers. Failures.., No Grant Manager to support/guide CAMP Director (vacant position 1yr), CAMP PI resigned, Business Staff (vacant positions), Human Resource Director (Vacant position 2yrs).

II. Challenges

Institutional Support: Institutional relationships established-Administration, Financial Aid, etc., (Currently, newly established and appointed... College President, Vice-President of Finance, Provost, HR Director, Registrar, and Dean of Students in place... in addition,) space student centered was challenging for students, staff, and the operation of the program (2016-2017) – (Administrators have completed a stellar CAMP center for Fall 2017-2018 cohort and transition is currently in process for Fall 2017 semester), Enforcing the Drug-Free Schools and Campuses Act, and Food Services after 2pm for students, faculty and staff. Staffing: Key personnel on board at designated salaries and approved of time & effort – (time & effort reports while current have not been reviewed by Director... Recommend that director and T& E staff meet more regularly to review cost to grant) The process on reprimanding staff and how does the individual know of the different stages and requirements. Equipment: project has an inventory of equipment, records available for surplus equipment, and adequate use of program equipment – (Grant is new, some equipment (laptops) was inherited from IHE and EOC and procedures are in place to track laptops, printers and other computer supplies). Internal Management - procedures are used to manage /run the program (internal reporting, tracking process objectives/activities, staff meetings, etc.) Policy manuals are available for program areas, such as administrative manual that explains program procedures, but need to be updated – (Recommendation from external reviewer... program hire a part-time office assistant to help with internal reporting, tracking progress objectives/activities, etc. Director, currently hired an Office Assistant for CAMP.)

Performance Reporting: The process on how the Director is involved in creating/submitting the APR, has current copy of APR available, and how staff discuss/know APR. – (Director experienced closing out an old Grant, and was guided by a mentor on the process. In addition, Director will attend a current Webinar scheduled in September 2017 on the review of the process, documentation on filling out all forms and submit the APR by or before the due date. In addition, encourage staff to be proactive in their learning of the APR and Grant goals/objectives are incorporated into staff meeting). Program Service Evaluation: While the grant has been approved for evaluation at the end of each year, it is also recommended that informal evaluations be conducted of student events so staff can gauge student satisfaction as well as relevance of intervention to be able to adjust interventions if needed (surveys are completed currently at the end of each student activity). Budget Records and Accounting System: External and Internal processing of required documents within the business office has been challenging due to short staffed and different understanding from staff of the process of paperwork and requirements from within. Institutionally there is no Grant Manager (vacant position for 1yr) who budget and approves all purchase request, purchase orders and records all expenses. Individual also provides all grants an expense report monthly, and have not had one in over one year. (Recommended by external evaluator the program look into hiring a part-time office assistant to help with internal reporting, tracking progress objectives/activities, etc., attend convocation with a variety of days to attend within that week for training). Approved Program Objectives: Institution knowledgeable about the grant objectives – (While senior leaders know about the grant it is recommended that staff inform faculty and other staff about the grant goals and objectives. – Consider mass email or a newsletter or an alumni group, and/or provide a workshop during

convocation week where the community of the institution can attend to learn about CAMP and other Grants). Current Status/Achievement to Date: Program database to track student progress, and cohorts towards meeting grant objectives (recommended by external reviewer a data base would benefit the program other than using numerous excel sheets in different computers and cloud devise and add training on eligibility, allowable services and student status). Currently the program was approved to have access and implement a new data base. Student Documentation: Monitoring of student progress towards program completion has been slow possibly due to staff turnover, facility move and/or staff time commitments. (Current improvements moved to new CAMP center with offices and student learning centers, new data base to track students records and documenting progress, newly hired office assistant). Follow up Services: Follow up services are provided to students, placements documented, and follow up. – (Recommendation from external reviewer – Placement/GPRA 2 documentation is needed, and duties for staff be clearly specified and followed up and evaluated). Enrollment: The balance between internal and external HEP programs, connections within the community is important so all qualifies students have an opportunity to go College. Deadlines are important for enrollment purposes due to financial aid and other required documentation needed for an easy transition to college and in CAMP.

III. Future Projects

Faculty & Staff mentorship project, CAMP Art Project, CAMP Story Book Wall Project, Community Service Projects, Community Garden Project, CAMP Summer Bridge project, CAMP Food Cubard Project, CAMP Student Club Project, CAMP Literacy Project.

High School Equivalency Program

Director: Shari Jobe

I. Annual summary of activities

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

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

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

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

- 56% word-of-mouth
- 30% flyers and events
 - 500 flyers disseminated
 - 300 brochures disseminated
- 6% Community Partner Referrals
- 6% HEP Facebook Page
- 2% NNMC Website HEP Page

Student Exit Evaluation Results:

- Please rate the quality of the application process: 86.19% Excellent and 13.81% Good

- Please rate the quality of our placement testing process: 87.43% Excellent and 12.57% Good
- How likely are you to recommend the NNMC HEP program to others?: 100% Very Likely

Performance Measures were met with 162 recruited and 81 enrolled.

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

Explanation of Progress: 100% of enrolled students received educational resources, supplies & materials; 100% of enrolled students received financial resources to complete the program; and 100% of prepared students took the HSE exam. 90% of enrolled students successfully attained their HSE. Classes consisted of pre-GED math, All Subjects Class, one-on-one tutoring and small groups, transition, and STEM collaborative workshops. We provided a total of 9 sessions during the FY.

Student Exit Evaluation Results:

- Please rate the quality of class scheduling: 90% Excellent, 10% Good
- Please rate the quality of classroom instruction: 90.95% Excellent, 9.05% Good
- Please rate the quality of program events and workshops: 91% Excellent, 9% Good
- How helpful was the HEP staff and faculty?: 100% Very Helpful

Performance Measures were met with 81 students receiving HEP instructional and support services, and 90% passed the HSE. *HiSET 2016 Annual Statistical Report – New Mexico pass rate was 59.9%.*

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

Explanation of Progress: 100% of all students were advised on goal setting and 100% of participants receiving their HSE received transition services.

Student Exit Evaluation Results:

- Please rate the quality of our transition classes: 90.48% Excellent, 9.52% Good

- Please rate the transition services you received: 96% Excellent, 4% Good

JumpStart Program: HSE to COLLEGE TRANSITION PROGRAM:

This pilot program is a collaborative program that aims to increase the number of HEP students who enroll and are successful in college by offering free, early college experiences, and while they are still enrolled in HEP and completing their HSEs, or received attainment of their HSE.

Data:

- Cohort 1 – Spring 2016 HEP students returning Fall 2016
 - 80% returned
 - 2.93 GPA
 - Average credits earned was 14.4 credits
- Cohort 2 – Fall 2016
 - 1 out of 5 first year students were from HEP

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

Project Goal 4. Workforce and Post-Secondary Opportunities.

Explanation of Progress: 100% of students attended transition workshops, skills sessions, and STEM Academy. NNMC academic faculty, community guest speakers, New Mexico Workforce Solutions, military branch representatives, four-year and two-year institution recruiters, local employers, and STEM provided sessions to promote post-secondary/training and employment opportunities. A total of 11 sessions were provided.

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

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

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

Data:

- 51 students have enrolled in post-secondary education (45 NNMC)
- 16 upgraded employment

Performance Measures were met with 92% of HSE attainers transitioning to postsecondary education/training, or obtaining gainful employment.

II. Challenges

Enrollment:

1. Due to the survey results for the application and placement testing process, we have made the following changes:
 - Not only does the Program Specialist work one-on-one with individuals to explain the application process, but so does the part-time office assistant and the Transition Specialist. Everyone is cross-trained on Intake;
 - Intake testing is now scheduled every Tuesday so prospective students are being served in a timely manner.
2. Adult Education: If a student is work eligible for the program, but not placement score eligible, they are referred to AE to bring up their scores. The students are not receiving the instruction they need to bring up their scores, so we are not able to bring them in and serve them.

Student Success:

1. Scholarships (CAMP, Daniel's, Undocumented): Need a better method of providing financial assistance/scholarships documentation and information to the students enrolling in post-secondary;
2. We need a HELP desk or ambassadors that can help students. Because of the students we exist.

Communication:

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

College Environment & Team Spirit:

1. Staff Day on a Friday afternoon would be great! Faculty Day on a Friday afternoon would be great. We need to recognize each other for what we bring to the Northern Community!

III. Future Projects

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

- Developing an on-line math curriculum (free) to provide instruction to the students that are work eligible, but not score eligible, without having to refer them to another program. This will help them develop the skills that will be necessary to be score eligible;
- Transition Specialist will be developing additional Skills Mastery Workshops (note-taking, computer literacy, leadership, and financial education);
- Transition Specialist will be collaborating to bring more STEM workshops to our students
- Start a HEP Ambassador Program. It will be a leadership opportunity for HEP alumni who are dedicated to serving and representing Northern New Mexico College. They will serve as HEP/NNMC campus representatives that perform duties at various campus events and community events;
- HEP will continue cross-training of all staff.