

Office of the Provost
Northern New Mexico College



Annual Report

2017-2018

Academic Affairs

Academic Affairs Summary	3
Academic Units.....	6
College of Arts and Science.....	6
Department of Biology, Chemistry, and Environmental Science.....	6
Department of Fine Arts	12
Department of Humanities and Social Sciences	15
Department of Language and Letters	21
Department of Mathematics and Physical Science	26
College of Business Administration	29
College of Education.....	33
College of Engineering and Technology	36
College of Nursing and Health Sciences	42
Student Services and Support Services.....	48
Admission/Recruitment/Dual Credit	48
Academic Advisement.....	53
Accessibility and Resource Center	59
NNMC The Center for Distance Education	63
Financial Aid Office	67
Grants Department	73
Institutional Research	76
Library.....	81
Office of the Registrar	86
Student Life.....	90
SPECIAL EDUCATIONAL PROGRAMS.....	92
Adult Education Program	92
College Assistance Migrant Program	94
High School Equivalency Program.....	98
Upward Bound	103

Academic Affairs Summary

The 2017-18 academic year has been very dynamic and challenging for Academic Affairs at Northern New Mexico College (NNMC). New initiatives have been launched that focus on current challenges, and a number of processes have been updated.

Academic Affairs engaged in several institutional initiatives such as the negotiation and ratification of the full Collective Bargaining Agreement (CBA) for full-time Faculty. This CBA was not negotiated for the last 10 years by the College and the Union. The negotiations accomplished the inclusion of new conditions of employment such as the tenure process, post tenure review, faculty expectations, sick leave bank, tuition waivers, faculty duties and obligations, which now are part of the CBA. Negotiations also included a 2% salary increase for faculty and a one-time supplemental salary of \$1000 for each faculty member. CBA negotiations for staff employees were also ratified and provided salary increases of at least 2%. The supplemental salary was also extended to full-time faculty member outside the bargaining unit.

In terms of accreditation, Academic Affairs submitted an Interim Report to the Higher Learning Commission (HLC) back in November 2017. On April 2018, NNMC received feedback from the HLC recognizing Northern's efforts made in the areas related to Faculty to Program Ratio, Curricular and Co-curricular Assessment, and Student Loan Default Rate.

Academic Affairs also saw an increase in its operating budget of approximately \$250,000 dollars. This constituted an increase of 3% compared to previous fiscal years. This budget increase reflects an institutional commitment and its growth despite the budget deficit of NNMC. The budget expansion allowed NNMC the following investments:

- Addition of two additional full-time faculty lines in Humanities and Business Administration;
- 0.5 FTE for the position of a dual credit coordinator;
- An increase in the adjunct faculty budget for Language and Letters;
- An increase in the summer courses budget of 33%;
- An increase in the stipends for the departmental chairs
- Institutionalization of the Research Symposium

During this year, grant management and grant compliance have become very relevant processes to address audit findings from previous years. New process documentation, segregation of duties, and continuous evaluation have become some of the initiatives that are contributing to enhance accountability and transparency.

Other relevant processes are listed below and are sorted in terms of the four lines of effort of the current Strategic Plan: Enrollment, Student Success, Team Spirit, and Communication.

Enrollment

- ***Student Tracker Report:*** NNMC established a partnership with the National Clearinghouse to track students who have dropped, with the goal of reaching out to those students in the near future.
- ***Retention Report:*** A new report on student retention was developed and it will remain as a work in progress to review how the different academic units are improving in terms of retention.

Student success

- ***General Education:*** Faculty and academic departments worked diligently to develop a new General Education model that aligns with new state requirements. The new general education requirements decreased from 36 to 31 credits. Similarly, NNMC continued its participation in the common course numbering effort and completed timely processing of uploading all degrees and academic programs to the HED online system that will be used for the meta-major's project.
- ***New Policies:*** Academic Affairs proposed two new policies to the Board of Regents and they were approved. One policy was related to change the passing grade from C to C- for all courses (except those regulated by external factors, i.e., industry standards or accrediting agencies regulations). The other policy was related to Administrative Withdrawal which allow the students to petition the total withdrawal from courses when they missed the withdrawal deadline for extraordinary circumstances (i.e., incarceration, illness, etc.).
- ***Academic Catalog:*** Substantial revisions to the catalog were implemented and coordinated from the Office of the Provost to update policies, practices, and course narratives.
- ***Collaboration with Local Employers:*** Programs like Radiation Control Technician Program and a potential program in Nuclear Operators have been the focus of joint initiatives with LANL and N3B, respectively, to strategically create a student pipeline for higher paid jobs.
- ***Espanola Valley High School (EVHS) Collaboration:*** The Upward Bound project was launched at EVHS in September 2017 and it is accomplishing its main goal of preparing students to become college-ready.

Team Spirit and Communication

- ***Team Spirit Event:*** The Office of the Provost and several academic and student services units participated in the team spirit retreat and follow-up meetings as a way to improve the working environment and communication among faculty, staff, students, and the community.
- ***Awards:*** The process to select Faculty of the Year Awards (Full-time and Adjunct) were reviewed and enhanced.
- ***Annual Academic Affairs Report:*** This annual report development process has been implemented to keep a document that tracks the different initiatives, failures, successes, and challenges in the Academic Affairs area.

This year has also brought some important challenges. First, faculty retention continues to be a recurring problem, in particular in the STEM and Health areas. The inability to offer competitive salaries, the lack of consistent employee recognition, retirement, termination of programs, and the professional development opportunities have all contribute to an undesirable faculty retention rate. Academic Affairs is committed to develop a faculty salary study no later than December 1st 2018 as the initial step towards a competitive compensation package. The strategic efforts in terms of team spirit and communication will hopefully contribute to this effort as well.

Secondly, NNMC continues to face challenges in offering programs with very low enrollment but that are relevant to fulfill the institutional mission. A consequence of the Annual Program Review process this year was that Academic Affairs recommended the suspension of the Associate Degree in Music. Another outcome of program review was the decision to transition the RN to BSN bachelor program to an online format.

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 will continue to embrace and support the new Strategic Plan.

For FY19, Academic Affairs is planning to engage in the following future projects: a) the expansion of distance education infrastructure; b) the adoption of the new General Education model for all academic programs; c) expand degree offerings to include an Associate Degree in technical trades with a concentration in Plumbing and HVAC and, potentially, an Associate Degree for Nuclear Operations; d) prepare for the re-accreditation cycle for the bachelor programs in Engineering that will take place in Fall 2019.

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

A. Enrollment:

For the 2017-2018 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 2017	53	122	607
Spring 2018	56	124	502
Summer 2018	4	26	26
Total	113	272	1135

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

These courses were offered by a combination of 6 full time faculty members and 6 adjunct faculty. Summer 2018 offerings were limited due to budget reasons and the failure of any general education lab science courses to make enrollment.

In 2017-2018 banner reports generated 145 students listed with a degree within BCES. Fall 2017 there were 106 students registered for classes with a BCES degree. This is down 12% from Fall 2016 enrollment of 120. One reason for the decrease in enrollment is the large group of graduates in Spring 2017. Similarly, the program reduction of required credit hours to 120 for BS programs and 60 for AS programs has allowed many students to complete their programs in a swift manner.

In addition, we have faculty efforts to encourage enrollment, including a BCES faculty member as the PTK Faculty advisor, for the last 5 years. Numerous guest speakers and seminar speakers have been invited by faculty members to expose our current students to the potential careers within science. Participation within the NSF INCLUDES grant increased departmental outreach to Pojoaque Middle Schools.

Course work in GIS/GPS has been further refined to meet industry needs and now includes the potential for ESRI certification in conjunction with standard curriculum. Collaboration with LANL and the National Center for Atmospheric Research will increase student's opportunity for internships, experience and ability to use GIS/GPS in practical applications and develop modeling and programming skills.

BCES faculty have been nominated for nation education awards by prestigious professional organizations such as the American Society of Plant Biology. Similarly, faculty have been awarded mini-sabbatical, obtained grant funding to support student summer research, and travel funds to increase student opportunity.

Increasing outreach activities using existing students in important departmentally. The SWNRCT program has 11 students who have engaged in outreach activities and college fairs across the area. This program is a consortium of NMSU, Sul Ross State, and NMHU. Other ventures are also in the planning phase to increase student’s exposure to other institutions of higher education and graduate programs. Students will be able to visit other campuses and attend other courses around the country virtually.

NNMC BCES continues to establish ourselves regionally and nationally within our respective fields. The publishing of numerous peer reviewed scientific articles and book chapters in the areas of cancer, metastasis and diabetes. “Glucose insult elicits hyper activation of cancer stem cells through miR-424-cdc42-prdm14 signaling axis” was published in the prestigious Nature’s British Journal of Cancer. Also, an article was published in peer-reviewed publication in the area of regenerative medicine. “Iron oxide labeling does not affect differentiation potential of human bone marrow mesenchymal stem cells exhibited by their differentiation into cardiac and neuronal cells” in Molecular Cell Biochemistry, and a book chapter in the area of cancer metastasis. “Cancer Stem Cells and Metastasis” was published in Progress in Molecular Biology and Translational Science (Elsevier publishing group).

In 2017-2018 NNMC faculty developed the institution’s first IACUC committee, allowing for vertebrate research that previously was not possible. This has allowed mentoring of 4 students, 1 has been accepted into UNM's BA/MD program, 2 performing research, and 1 assisted in creating the IACUC documentation. Finally, faculty have developed Biology 203 and 204 in the Biology core series of courses that had not been offered in 3 years.

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

B. Student Success

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

Area of Study	Collaborator	Degree Pursuing
Neuroscience	NNMC Lab	Biology
Biology	ASPB	Biology

RNA metabolism	NNMC Lab	Biology
Mensuration	DOI-BIA	Biology
Resource Management	USFS	Environmental Science
Behavioral Ecology	NNMC Lab	Biology
Cancer Cell Biology	NNMC Lab	Biology
Recreation	USFS	Environmental Science
IACUC Compliance	NNMC Lab	Biology
Forestry	DIO-BIA	Environmental Science
Forestry	USFS	Environmental Science
Environmental Monitoring	LANL	Environmental Science
Biology	NNMC Lab	Biology
Plant Genetics	NNMC Lab	Biology

As stated in Enrollment, student success is pivotal to our enrollment efforts. Taking a grass roots approach, these successes are advertisement to the community of the potential while attending NNMC. Last year we had 19 students enrolled in summer activities and this year we are down to 14. This is because last year was an exceptionally good year and we are confident in continued summer participation numbers in the mid-teens for years to come.

C. Communication

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

D. Team Spirit

BCES leadership attended the team spirit workshop hosted by NNMC. The result of this was recognition that team spirit is achieved through active participation and engagement by all. BCES through communication and transparency continues to improve team spirit. The addition of 2 new faculty members increased the number of available sections and reduction in advising load. This is a welcomed change to existing faculty to lighten burden of the department.

II) Challenges

A. Enrollment

In 2017, GE 204 (Biology Lab) was renovated. However, GE 205 (Chemistry Lab) and GE 105 (Anatomy and Physiology Lab) were not renovated and the age of the lab spaces is becoming an

issue. The chemistry lab needs new piping and cosmetic improvements. In addition, the anatomy and physiology lab has carpet on the floor, which is not practical for dissections. Very little investment in these labs can improve functionality and student experience. In addition, we continue to buy distilled water from the store because the water purification system in GE 205 has not worked for a number of years. While the cost of buying water is not exorbitant, it takes time and effort to purchase and costs more when having to pay an employee to travel and buy water. Improving student educational experience is important to student enrollment and retention.

The college continues to increase in the number of FTAC students and these FTAC students will within the next few semesters start demanding more services at the departmental level, including, advisement, upper division courses, and URE/Capstone projects. The enrollment in BCES has remained steady. Efforts are currently underway to greatly expand the RDPR program. If these efforts result in increased funding, a full time RDPR faculty we be required. In addition, there will be a need to help coordinate cohorts, advertise program, and help place graduates with jobs and internships.

This year 2 new faculty members were brought on board in the area of biology and one faculty member moved from biology to environmental science. In preparation, one lab was moved from GE 205 A to HT 125. This meant that we lost one teaching lab. HT was not ideal for teaching since the acoustics are very bad in the room. HT 118 is now a fish lab and has partially taken over the environmental lab in HT 118. The RDPR program will be using HT 111 and HT 113. While the BCES program uses quite a bit of NNMC real estate there is a need for a general-purpose teaching lab that can house courses such as ES 112/L, BIOL 110/L, BIOL 201/L, BIOL 203/L, BIOL204/L, and BIOL 210/L.

B. Student Success

As listed above, 14 students were able to attend a summer program that allowed them to gain valuable experience. These experiences will benefit in their academic and professional pursuits. This is a decrease from 19 students involved in summer programs last year. However, not as many students traveled to other locations for their summer program. Active recruitment and preparation will continue for student involvement in summer programs and hopefully to have participation in the high teens.

Dispossession of old equipment has continued to be an issue within the department. GE 203 is designated to be a future BCES student lounge but is filled with outdated equipment. At our recent strategic space meeting this issue may have been addressed, but currently it is still an issue. Much of the equipment is taking up space and not used, since newer and better equipment has been purchased. The department has developed policies that will limit the acceptance of donated equipment to ensure the equipment is viable and beneficial to research or instruction. Similarly, the department will strategically purchase equipment with a long-term vision of program development to avoid shortsighted purchases.

C. Communication

The departmental budgets remained flat for this year. When new faculty were hired and assigned computers, there was no funding to provide new computers. However, 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. In addition, professional development is pivotal in the sciences and outside of grant funding there are no funds for professional development. Ensuring faculty have access to current, functioning technology is pivotal to communication, especially with the push to place much of the paperwork and documents on the cloud.

D. Team Spirit

BCES grew by 2 faculty members and there is a need within Chemistry and RDPR. Increases in size also comes with the challenges of more demands, need for equipment, lab space and general resources. It will be increasingly challenging to meet all these needs. Different personalities, agendas, research goals, and career goals play a major part in this area. Focus within BCES will shift to emphasize student success as a measure for justification for research activities. There are currently 6 full time faculty members within BCES and could easily expand to 8 within the next year or two.

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

BCES currently has a need in chemistry. We have one full time faculty member in chemistry. Since there is no contractual obligation for adjuncts to hold office hours, the one full time faculty member often provides help and tutoring to all students requesting help in chemistry. Similarly, right now our Biology Lab Technician assists with the prep of chemistry labs, which is not part of her job description and assists out of the kindness of her heart. We need a Chemistry Lab Technician.

E. Budget Requirements

Many of the initiatives that address enrollment, student success, communication, and team spirit are funded from grants within BCES. As a result, increased support from the institution is unrealistic. However, the lab infrastructure is very much needed along with a Chemistry Lab Technician. These can be covered by institutional funds. In order to increase grant writing potential, professional development support must be increased. This will also more networking opportunities required for collaboration essential to successful grants.

III) Future Projects

A. Enrollment

The department of Biology, Chemistry, and Environmental Sciences will continue to administer the grants and funding sources they currently hold, including USDA-OASCR, BEST, NM-INBRE, and SWNRCT. 3 faculty members applied for INBRE funding for student led research. In addition, faculty will pursue funding from USDA and private foundations to help support the campus farm and Sostenga. Northern is exploring partnerships with La Cosecha del Norte, the Green Root Institute, and NM Acequia Association. These partnerships would fund a commercial kitchen and farm manager to alleviate burden on current faculty. Collaborations with the New Mexico

Consortium and the National Center for Genome Resources will benefit our faculty in the area of biomedical/cancer research.

B. Student Success

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

The Plant Molecular Genetics (PMG) lab was moved from GE 105 A at the beginning of Fall 2017 to a bigger space in HT 125. This has facilitated the expansion of undergraduate work and experiences in this facility and will increase opportunities for development of lab specific skills. This 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.

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

C. Communication

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

D. Team Spirit

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

Department of Fine Arts
Dean: Dr. Ulises Ricoy
Chair: Mr. Mateo Frazier

I. Annual summary of activities

The Former Chairperson of the Department of Fine Arts (Dr. David Garcia) resigned abruptly in September of 2017, the Administrative Assistant followed shortly after in November of 2017. The Department of Fine Arts appointed an interim Department Chair (Mateo Frazier) in October 2017 and conducted a national search for the permanent position in Spring 2018. Mateo Frazier was ultimately hired as the Permanent Chair for Fine Arts. Mr. Frazier hired an Administrative Assistant in December 2017. There was a comprehensive program review for the Associate of Arts in Music and it was recommended to suspend the program due to lack of students and general inefficiency. The FT Faculty in Music position was discontinued and a Reduction in force was implemented resulting in the loss of the FT Music Faculty Member. It was also recommended to build the existing 2-year program in FDMA and to develop a 4-year program in the Arts/FDMA that would be inclusive of our population and needs. Under the direction of Chair Frazier, a new certificate in sUas (Drone) Tech was developed and approved for delivery through the FDMA program beginning Fall 2018.

A. Enrollment

Fine Arts/FDMA developed the sUas Tech Certificate program with special focus on EVHS dual-credit needs, with support from Carl Perkins Grant. We continued to participate in the Collaborative Partner Survey, and the Employer Survey. FA/FDMA Faculty partnered with office of recruitment for arranged visits/presentations at New Mexico School for the Arts in Santa Fe, and regularly visited area High Schools; Espanola Valley High School, Pojoaque Valley High School, and Penasco High School. Fine Arts/FDMA also participated in the NNMC Job Fair, and regularly participated in various public recruitment activities with NM workforce Connection.

B. Student Success

Fine Arts/FDMA Conducted comprehensive degree audits for ALL declared FA/FDMA program majors. Including; comprehensive degree audits, with all existing MUS students (BA/AA) to ensure satisfactory academic progress and/or, advisement for change of major. For all other majors, FA/FDMA Faculty regularly met with advisees to ensure adequate academic progress, before registration deadlines each semester. All FA/FDMA faculty were encouraged to inform and encourage student participation in ancillary support services e.g., Eagle Tech, Writing Center as needed.

C. Communication

Fine Arts/FDMA Department held regular monthly departmental meetings for; staff, faculty, and adjunct faculty. FA/FDMA leadership regularly communicated departmental and college wide announcements through email, phone, and postal mail. All staff/FT faculty maintained regular office hours and communicated those office hours effectively.

D. Team Spirit

Fine Arts/FDMA Department staff and faculty regularly participated in college wide committees, Faculty Senate meetings/committees, and college wide co-curricular activities. The FA/FDMA faculty participated in team building surveys. FA/FDMA Chair attended and actively participated in two-day team building workshop. FA/FDMA Faculty and Staff regularly support/host college and community events in the Center for the Arts. This requires ongoing support and effective communication with nearly all departments, and programs college wide in any given year.

II. Challenges

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

A. Enrollment

Fine Arts/FDMA Department are working to address the unique challenges of a significantly smaller number of program offerings than in previous years. Presently, FA/FDMA offers one-degree option (A.A. FDMA). This coupled with a significant reduction in community participation in offerings due to the increase in tuition continues to present a challenge. We are currently exploring options for a Fine Arts/FDMA four-year (B.A.). This may include both the development of a Fine Arts/FDMA emphasis in self-design, and/or the creation of a four-year B.A., in Film and Digital Media Arts. Given the results of the regional Secondary Needs Assessment, coupled with the rapid increase in declared FDMA majors, we will give primary focus to the latter in the coming year. We will also continue to Explore on campus dual-credit opportunities with Espanola Valley High School, Pojoaque Valley High School, and Penasco High School.

B. Student Success

Fine Arts/FDMA Department has had some difficulty in maintaining adequate communications with students and providing consistent/ongoing guidance and advisement. We are seeking to remedy this by updating our advisement records at the first of every semester.

C. Communication

Fine Arts/FDMA Department will continue to hold regular monthly departmental meetings for; staff, faculty, and adjunct faculty, and regularly communicate departmental and college wide announcements through email, phone, and postal mail. We are continuing to seek impactful community development initiatives by reinvigorating our Fine Arts Advisory Committee (FACC) with new members, and more consistent communications. The primary aim of the FAAC in 2018-19 will be to garner guidance and support in the development of an integrated studies Fine Arts and/or FDMA B.A. program.

D. Team Spirit

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

E. Budget Requirements

Currently, the Fine Arts/FDMA Department academic budgets are adequate for program delivery. We are formally requesting the continuance of funds allocated for Music (excluding FT Faculty line) in order to sufficiently support the revitalization of Fine Arts offerings going forward. We are also requesting that a line be added specific to the physical plant operations of the CFA theater as utilized by the college and community at-large. Currently, the supply/maintenance/improvement/labor needs are supported by several budgets, including the Fine Arts Academic budget. We would like to see a separate line formalized in the coming year. Fine Arts/FDMA would like to request moving all lines of existing 2018-19 MUSIC budget except for FT Faculty into the FINE ARTS/FDMA budget in the coming year. We would also like Administration to consider combining FDMA/FINE ARTS Budget into one budget for ease of management and oversight.

III. Future Projects

A. Enrollment

Looking forward to Academic year 2019, the Fine Arts/FDMA Department has identified three major goals/objectives. Firstly, to successfully recruit a full cohort for, and launch the new certificate program in sUas Technology (small Unmanned aircraft systems). The new program, supported by Carl Perkins grant funds was designed as an introductory recruitment program for the existing Film and Digital Media Arts A.A. Program, and is supported in part by 2018-19 Carl Perkins funds. A state-of-the-art Film and Digital Media Arts computer laboratory will be built and housed in the CFA in support of this effort as well. We are also beginning a collaborative partnership with the Environmental Science Program to expand our sUas program in 2019-2020 to include a GIS/GPS component.

B. Student Success

Fine Arts/FDMA Faculty and staff will continue to provide regular advisory support throughout the academic year, with a special focus during pre-registration to ensure adequate academic progress. FA/FDMA staff and faculty will also endeavor to improve communication through email by validating student contact information at the beginning of each semester. We will also look to improve on-campus availability and communication by ensuring the availability of a point of contact during regular office hours (8-5p) M-F.

C. Communication

Fine Arts/FDMA Department will continue to meet monthly as a department. We also plan to begin circulating a “State of the Department” newsletter annually (Spring) for current/prospective students, community members, and the institution at large. We are also seeking to expand our marketing and communication with prospective students through more robust participation in governmental and professional organizations, e.g., NM Film Office, FDMA educational cohorts statewide. FA/FDMA staff and faculty will also endeavor to improve communication through email by validating student contact information at the beginning of each semester. We will also look to improve on-campus availability and communication by ensuring the availability of a point of contact during regular office hours (8-5p) M-F.

D. Team Spirit

Fine Arts/FDMA Department staff and faculty will endeavor to support a collegial, and professional environment that engenders cooperation through regular communication, shared governance, and committee participation college wide on both faculty, and institutional operations centered committees. We will continue to serve the college and community at-large through quality services in the use of our facility for special events and seek out opportunities for co-curricular activity collaboration.

Department of Humanities and Social Sciences

Dean: Dr. Ulises Ricoy

Chair: Dr. Stephanie Marquez

I. Annual summary of activities

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 Humanities and Social Sciences faculty moved forward with activities to implement the NNMC Strategic Direction 2018 as outlined below in 1. Enrollment, 2. Student success, 3. Communication, 4. Team Spirit.

A. Enrollment

NNMC Strategic Objectives:	HSS 2017-2018 Accomplishments:
Strengthen effective partnerships with local high schools, and articulation agreements with area community colleges.	<ol style="list-style-type: none"> 1. Participated with Collaborative Partner Survey, 6/6/2018 2. Submitted to the Employer Survey 2018 3. Updated Employer Contacts List 4. Created a partnership with Mesa Prieta Petroglyph Project 5. Articulation agreements with SFCC for HEC completed 6. Articulation agreements discussed but not yet finalized with IAIA for PIS Minor

	7. Hired EVHS social worker to teach summer 2018 Psychology class for Upward Bound
Expand effective, compelling marketing and recruitment strategies that best highlight Northern's quality offerings.	<ol style="list-style-type: none"> 1. Participated with HEC open house recruitment day 2. Partnered with Sara McCormick and Sandy Krolick to produce CJ and Psy fliers and distributional materials, attended HEC open house
Determine and implement appropriate program offerings that prepare students for an evolving job market.	<ol style="list-style-type: none"> 1. Worked with adjunct faculty in CJ to provide upper division topics courses in Terrorism and in Juvenile Corrections 2. Developed a Trauma Aide Certificate to be implemented Spring, 19 3. Partnered with Santa Fe Police Department to offer internships for CJ students 4. Served on the Gen Ed committee to align NNMC's General Education with HED requirements 5. Discussed in committee with Fine Arts to develop a Fine Arts/Humanities emphasis on the BAIS

Growth and Retention in Majors declared for HSS are:

	2014*	2015*	2016*	2017**	2018
Humanities				7	
Criminal Justice	33	19	32	43	
Psychology	54	51	45	55	
Pueblo Indian Studies				2	
Self-Design				3	
Totals:				151	

*Source: Office of the Provost, Retention Report, Fall 17 to Spring 18

**Source: All Declared BAIS Fall16, Spring17, NNMC Institutional Research, 8/15/2018

B. Student Success

NSF Student Internship Grant Opportunities - Psychology research Internships were provided to 3 students through the two grants that the Chair of the HSS department is the Co-PI, Engineering and Biology. These grant opportunities pay students who have learned research techniques to

gather required data for the research reports to NSF plus providing the students with experience in research to place on their resumes.

College-wide assessment activities

Departmental faculty served on the CLASs committees to create rubrics and conduct training workshops for assessment in the college-wide goals of communication and cultural competency. Current efforts are to align program assessment, HED and HLC assessments. Courses have been identified to assess information literacy and cultural competence in Fall 2017, and data was collected and submitted in the Spring 2018 for HSS 488. The department also submitted to the Co-Curricular assessment for the college.

Quality Matters WEB course review and Development of Standardized Criteria

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. Faculty are developing a template for creating standardization for web courses offered in the department for courses within Humanities and Social Sciences. Additionally, selected courses are evaluated for continued improvement.

Research Symposium

Faculty in HSS serve on the committee to organize the Annual Spring Student Research Symposium. BAIS Psychology and Crime and Justice Studies students presented their capstone research projects during the annual research symposium. Students select their own projects and use the presentations, the posters, and their final research papers to apply for jobs and graduate school. These projects may be viewed at the following link: <http://nnmc.edu/home/academics/colleges-and-departments/student-research-nnmc/>

Self-Design Student Presentations. Three self-design students (two who were graduating) presented to the NNMC campus community their capstone papers.

C. Communication

NNMC Strategic Objectives:	HSS 2017-2018 Accomplishments:
Design and implement a communications strategy that centers on student and institutional success.	Departmental Meetings were held once a month, and minutes published in a google drive for all faculty.
Optimize College communication resources and channels to ensure effective engagement with students, faculty and staff.	Faculty attended the Grant Writing Seminar by Andres Salazar, 6/29/2018 Faculty are assigned students for advising and communicate with them regularly.
Position Northern as a thought leader through utilizing faculty and staff expertise and amplifying their voices.	Faculty attended various meetings with community leaders such as the state NEH director. Faculty are involved in an ad hoc committee to provide counseling services through

	<p>Hotline New Mexico and materials were requested and provided and posted all around campus, while NNMC is seeking resources.</p> <p>Faculty submitted a research grant proposal to support UG students in summer research to DHS.</p> <p>Faculty submitted a research paper to present regarding the Engineering Grants to the SPSP conference, 2019.</p> <p>Faculty submitted a publication to the Journal of Applied Research in Education</p>
<p>Institutionalize effective communication channels with community and external stakeholders to ensure constructive and mutually beneficial engagement.</p>	<p>The department partnered with Mesa Prieta Petroglyph project to provide dual enrollments for students participating in a summer anthropology field experience.</p> <p>The department partnered with Upward Bound and Espanola Valley High to provide a psychology course without pre-requisites for such students during Summer, 2018.</p>

D. Team Spirit

<i>NNMC Strategic Objectives:</i>	<i>HSS 2017-2018 Accomplishments:</i>
Promote a culture of mutual respect, ethical behavior, fairness and constructive dialogue.	The last department meeting was open dialog rather than task oriented, as a response to the faculty’s request for same, as an action item proceeding from the BGI Team Spirit workshop.
Ensure that Northern's values of respect, integrity, service, diversity, inclusivity, and inspiration are manifest in the college’s daily operations.	The department hosted two “ice cream socials” to include students and faculty from other departments.
Enhance opportunities for professional and personal development and growth.	The chair worked with new faculty to provide resources to ensure that the faculty experience was positive. The chair worked with faculty engaging in outside professional development to ensure that the workload within the department facilitated their efforts.
Develop a salary structure consistent with our region and current market trends.	
Promote interdepartmental collaboration.	Departmental faculty met with the chair of Fine Arts to collaborate on moving students

	towards graduation, and to perhaps develop a new Humanities and/or Fine Arts emphasis.
Develop functional and welcoming learning, working, and community spaces on both campuses	The chair schedules courses as much as possible in classrooms such as the seminar style rooms in AD 130-132, or the TEC classrooms which have smart boards to allow student learning in functional and welcoming spaces.

HSS Data. The department participated in the BGI efforts to address Team Spirit, the process involved inviting Departmental faculty to contribute to the 155 faculty and staff participating in a needs assessment survey. The department participated in the (N=57) to inform the training agenda through focus group participation. Last, the chair participated in the subset of 31, contributing to the two-day training program, with 21 completing Commitments to Action, presented in the last phase of the training. Our department was one that completed the commitments to action.

II. Challenges

Challenges that the HSS Department currently faces or that will face in the next year (FY 18-19) are listed below in a descriptive narrative on how you are planning to address those challenges, with recommendations for NNMC that will help your college/unit to address current and future challenges, and focused in the following lines of effort: Enrollment, Student success, Communication, and College Environment & Team Spirit

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 33 in Fall 2014 to 55 in Fall 2017. At this time, we do not have sufficient faculty to meet the HLC ratio of faculty to students. The department would like to explore offering as many as possible of the courses online, with the CJ 111 Introductory course traditional, and the capstones traditional. Advising is also problematic given no fulltime faculty for this degree program. One idea is to develop a Lecturer I, II, and III position where the faculty would have a year-long contract and teach perhaps 3 courses a term. Financial data are that the HSS department currently has no faculty fulltime for CJ. Out of the Factbook, 2017, Fulltime faculty account for 38 of the total. HSS has 4 of these, with the second largest student numbers in the college. Revenue generated by our program was reported per the FY18 Instructional Expenditures by college presented to the BOR Jan 11, 2018, at \$732,160.00, and expenses were \$482,396.69. Average costs for a one-year term lecturer position, depending upon degree, would be approximately \$2,000 per class for 6 courses in 2019-2020.

BAIS Self-Design Alternative Program: For this program, brochures, publicizing, and recruitment efforts have resulted in one Spring 2017 graduate, 3 Spring 2018 graduates,

and 3 declared majors. The curriculum was improved this year with minor adjustments. The self-design students presented their capstone papers to the NNMC college community. More recruitment and/or developing program offerings to make this program successful will be undertaken in the future semesters.

Administrative Assistance: The department of HSS has been awarded a work study position for our department, to help assist Rachel Begay in her duties responding to two departments.

Pueblo Indian Studies BAIS emphasis: For this program, which had 2 declared majors in the past year, and the fulltime faculty was on leave, the department proposed to IAIA an articulation agreement for the PIS minor. IAIA would like for the minor to include more fine arts and to change its name somewhat, more work needs to be done on this, and more recruitment, and develop the program perhaps a bit different, for the AA to have more scaffolding into other degrees such as business, CJ, psychology, education, etc. This program is on program review for the coming year, so data and reports will have to be produced.

HED Common Courses and General Education Reform. Per HED requirements, all the AA degrees: AA General Psychology, AA Substance Abuse, AA Criminal Justice and the BAIS emphases: Psychology, Criminal Justice, Humanities, Pueblo Indian Studies, and Self-Design will need to be revised, submitted to Curriculum Committee during Fall, 2018, and implemented as of Spring, 2019.

Assessments. Per HLC, HED, and program requirements, all assessments for the department will be developed in line with requirements and aligned.

III. Future Projects

The different projects that our department has planned to undertake in academic year FY18-19 are Growth Targets, Grant Targets, and Curriculum Development listed below in terms of Enrollment, Student success, Communication, and College Environment & Team Spirit:

Growth Targets: To achieve a 10% enrollment growth in terms of declared students in the programs in the CAS; HSS planned the following: to target a 10% growth. Because we have a larger number of declared students than most other programs, N=110, our 10% target was 11 students in the last annual report. Between 2016 and 2017 we gained from 77 to 98 as of Aug. 15, 2017, thus achieving our goal. Of those 98, 80 were BAIS. We hope to gain more students through efforts in the psychology program at HEC, and 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. Recruitment efforts for Self-Design, and for Pueblo Indian studies will be targeted as priority. The plan is also to recruit into and implement the certificate program in PTSD to feed into the AACJ, the AA Substance Abuse, and the AA Psychology.

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. IUSE in Engineering, and BEST in Biology. These grants should count towards our STEM requirements, particularly because as 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. Faculty in non-STEM areas will be encouraged to attend and to find and to submit grants on behalf of those areas. Faculty will be investigated areas for Student Undergraduate summer research grants for Summer, 2019.

Curriculum Development: The HSS will need to re-devise curriculum in line with HED common core courses for all programs. This means that fulltime faculty in the department will be divided into committees and tasked with each program by expertise and discipline. Additionally, we plan an online course development/standardization program where curriculum and standards and a method of assessment will be developed. Last, exploring methods to place most or all of the Criminal Justice courses online is in the works.

Department of Language and Letters
Dean: Dr. Ulises Ricoy
Chair: Lori Franklin

I. Annual summary of activities

A. Enrollment

Several efforts were made to increase enrollment in departmental courses and programs. To increase enrollment in the AA Liberal Arts program, program requirements were modified to create a more efficient pathway and to support Language and Letters courses. Two new courses were created as program requirements: LLLA 101 Foundations of Liberal Arts and ENG 120 Introduction to Literature. The requirement for an emphasis (which given modest course offerings, was sometimes difficult for students to complete) was removed. Electives were increased to provide more options for students to complete the program.

Efforts were made to sustain enrollment in several current General Education courses. FYE 101 First Year Experience was not included in the new NNMC General Education curriculum to be implemented in Fall 2019. However, this course provides an essential background to help students succeed in college. The course is particularly important to developmental students; thus, a curriculum change was processed to make FYE 101 a co-requisite requirement of the following developmental courses: ENG 108, ENG 109N, and ENG 109NL. The Fall 2018 schedule was designed with block schedules, linking these developmental courses to a section of FYE 101, to provide helpful scheduling options for students and advisors.

The current General Education model from NM HED decreased Communication from 9 to 6 credit hours. This reduction caused a potential removal of Speech 130 from the General Education requirements. As this course is essential for success in college courses and an important skill for

all disciplines, a presentation was made to the Faculty Association arguing for the importance of including this course in the General Education requirements. The course became one of the courses required in the 9 credits that were left to our institution's discretion and will continue to be key course in Language and Letters.

B. Student Success

As part of an ongoing Retention Project, composition faculty created an attendance policy which was implemented in all sections of ENG 108, 109, 111, and 112. During the first week of classes, the Department chair attended all sections of these courses to explain the policy and secure a signature from all students expressing their understanding of the policy and the consequences. This policy has resulted in fewer absences and better completion in our composition courses. (For example, we increased completion in ENG 111 from 68% in Spring 2017 to 74% in Spring 2018 and completion in ENG 109N and 109NL from 60% in Spring 2017 to 68% in Spring 2018.) Also, as a result of the Retention Project, faculty have experimented with mandatory Writing Center visits in one section of ENG 109NL and one section of ENG 111. Students reported satisfaction with the tutoring session in ENG 109NL but completed and passed at a rate comparable to the other sections. However, the ENG 111 course did produce a higher passing rate than all but one other section of ENG 111 (90% compared to other rates ranging from 37% to 75%).

C. Communication

As a newly independent department, faculty wanted to solidify our identity as a department and created a new mission statement. To communicate this statement in a more public way, faculty worked together to revise the NNMC web pages. Previously, Language and Letters and Humanities and Social Sciences were one page, but now they are separated and new pages have been created for Language and Letters.

Throughout the 2017/2018 Academic year, the department met on a monthly basis. All agendas, minutes, and other documents were recorded on a shared google drive. Composition Faculty also met for a meeting prior to the Fall Semester and the Spring Semester to discuss the ongoing retention project results and next steps. Faculty teaching ENG 109 and 111 met an additional two times during the semester to engage in a norming session (group grading) and a portfolio grading session. All meetings were very supportive and collaborative in nature and created positive communication opportunities.

D. Team Spirit

To promote team spirit, faculty participated in a departmental retreat in November 2017. During the retreat, faculty expressed their vision for the department and the creation of a new bachelor's degree. Working collaboratively, faculty agreed on the goals of the program, core requirements, possible concentrations and ideas for using existing courses and creating new courses. The retreat helped the department move forward in a way that was inclusive and supportive of individual perspectives and shared values.

Also, in the interest of cultivating team spirit, the department hosted several events. The first was a launch party and reading for the release of the newest edition of *Trickster*. The event was well attended by students, faculty, staff, and members of the community. The *Trickster* editorial

staff, published readers, and faculty advisors collaborated to create a well-received celebration of the journal and the talented writers and artists involved. The Trickster editorial staff also hosted a Valentine's Poetry Contest, an exhibit at the NNMC Expo event (including a poetry competition) and a sidewalk Haiku event.

Another successful event hosted by Language and Letters was the reading from Patricia Trujillo's recent publication. The reading was intriguing and stimulating and a wonderful opportunity for the campus community to learn more about scholarly achievement within the department and to engage in a shared love of literature.

II. Challenges

A. Enrollment

Language and Letters only currently has one program, the AA in Liberal Arts. This program has fairly steady enrollment, but not very high numbers of graduates. Fall 2017 there were 35 declared majors, but only 3 students completed graduation requirements during the academic year. Sometimes, students declare this program to meet requirements of financial aid while they are fulfilling general education requirements and to provide more time for them to select a more specific major. The challenge for Language and Letters faculty is to graduate more of those students and to attract more students to the degree. The first step in this process was to make the completion pathway for the program more efficient. Curriculum changes have been implemented to address that concern. The other challenge is to increase advisement so that advisors can assure students are on track and progress to graduation in a timely manner and to increase publicity surrounding the revised degree requirements. These challenges will be a focus for the coming academic year.

Another challenge to growing enrollment is to develop new programs to add to the existing one program. This process must be carefully developed so that any new program meets student needs and interests, builds on current courses and faculty resources, and addresses employment opportunities from stakeholders in our community. The challenge in the upcoming year is to finalize the Advisory Council and to collaborate with this group to develop meaningful curriculum for the program. Another challenge is to engage in community and student needs assessment efforts and to align program requirements to the needs which emerge from this study.

B. Student Success

For Language and Letters, the main challenge in student success is to support students' successful completion of the composition sequence. Unfortunately, many incoming students lack the essential reading and writing skills to complete college level assignments. They often do not have a strong academic background in critical reading and analytical writing. These skills are not easy to develop and require many hours of dedicated and consistent work, which some students unfortunately struggle to maintain. Language and Letters faculty work very hard to provide the support students need and to maintain high standards in composition courses. These standards are crucial considering that students must master these foundational skills in order to succeed in their college courses. All these factors present challenges that often result in passing rates that are lower than ideal. For example, in Fall 2017, only 55% of the students who completed ENG

111 passed the course; in Spring 2017 that percentage increased to 68%, which is better but still lower than ideal.

Language and Letters faculty continue to collaborate on strategies for how best to improve these passing rates. Mandatory Writing Center visits have produced some positive results, but with more than 100 students a semester in ENG 111 alone, mandatory visits in all sections would overburden the current staffing availability in the Writing Center. Embedded tutors assigned to individual sections is another approach worth considering but would require additional funding.

C. Communication

Among the faculty and staff within Language and Letters communication is healthy and consistent; however, the department must continue to develop efforts to communicate to the campus community and the larger community the mission, vision, and programs of our department. The initial changes to the Web page can be developed further with a “Current News” section, more information on advisement, and a new page for *Trickster*. Departmental events can be continued and developed further. Faculty are interested in pursuing these efforts, but the challenge is to assume this added responsibility and still meet all other required duties and to sponsor events with very little funding resources.

D. Team Spirit

The Fall 2017 Departmental Retreat was an excellent opportunity to boost the team spirit among faculty and staff in Language and Letters. The challenge is to follow through with the work started in that retreat. Some efforts have been made, but the challenge is to create a timeline and continue to commit to meeting the deadlines in the timeline. Faculty are very devoted to their courses, very involved in committee work at the college, and engaged in scholarship activities. Balancing these important commitments with devoting work to developing a new bachelor’s degree is a considerable challenge. Nevertheless, to fulfill the vision created in the retreat and to maintain the positive feelings that vision created, it is a challenge the department must embrace.

E. Budget Requirements

Additional funding would support Language and Letters ability to increase efforts to support academic success of composition students.

Embedded Tutor Pilot – One section of ENG 111

Tutor attends class and has additional one-hour office hour per week.

3 hours a week for 15 weeks at \$20/hour = \$900 per semester

Symposium Series – In the past, the department was provided funding to award small honorariums for invited members of the community to share their scholarly efforts and to host these events. Language and Letters would like to revive this series and would need additional funding. \$500 honorarium for 4 events = \$2,000 per academic year

III. Future Projects

A. Enrollment

To increase enrollment, the department will engage in efforts to recruit students into the AA Liberal Arts program. Promotional materials will be developed explaining the new degree requirements and emphasizing the broad appeal of the degree and the more efficient program requirements that will be implemented in Fall 2018. These materials will be broadcast and distributed through class visits to FYE courses.

Language and Letters faculty will continue the efforts began last academic year to develop our new BA program. The potential advisory council members will be sent a letter inviting them to join. Once the membership of the council is secured, a welcome event will be organized to move forward. Faculty will work with the Advisory council and the Office of Institutional Research to create a needs assessment of students and local employers. A timeline will be created to help the department stay on track to create a meaningful and successful program in a timely manner.

B. Student Success

Composition Faculty will continue efforts to support each other and to help students successfully complete the composition sequence. The attendance policy, class room visits, and contract signatures will be continued as these efforts have yielded positive results. Faculty support through sharing of assignments, norming sessions, and portfolio session grading will also continue to support adjunct and full-time faculty.

Now that FYE is a co-requisite requirement of all developmental English courses, there will be efforts to encourage collaboration between developmental faculty and FYE faculty. A meeting in August with all involved faculty will be held to share ideas on how faculty in both courses can support student success. Currently these courses are not filling up as cohorts, but the department chair has already been meeting with the Advisement staff to brainstorm on possible solutions and will continue that effort.

To encourage successful completion of the AA Liberal Arts program, Language and Letters will be implementing a mandatory advisement policy. As many of our students are not coming in for advisement based on invitation, this next step is going to be implemented to force those advisement sessions and to hopefully, help students to successfully complete the program and graduate in higher numbers.

C. Communication

Language and Letters will continue the practice of monthly meetings and shared drive for agenda, minutes, and other important departmental documents. The web page for the department will be developed also with an additional component for departmental news and a page devoted to *Trickster*. Composition Faculty will continue meeting at least three times a semester to share ideas and to engage in holistic group grading. Adjunct faculty will continue to receive regular email messages and an open-door policy to meet with the department chair regarding issues of concern. Many adjunct faculty members regularly meet with the department chair; however, some do not reach out for support. The department chair

will make an effort in the next academic year to communicate with those adjunct faculty members who do not initiate communication.

D. Team Spirit

As the last Departmental Retreat in November 2018 was such a positive exchange of ideas, faculty would like to have another retreat this coming fall. To be together, away from daily obligations, and to devote a day to sharing ideas and supporting each other in a respectful environment promotes the team spirit of the department in a significant and meaningful way.

Regular and consistent efforts to appreciate and thank faculty and staff members for their accomplishments and hard work will be continued. The Department chair has already sent Individualized emails to each full and part time faculty summarizing the praise given on Spring 2018 student evaluations and thanking members for their commitment to NNMC students. This practice will be continued in fall.

To support Team Spirit, regular social gatherings will be continued. Every semester the Composition faculty go out to lunch after our departmental grading session and last Spring the last department meeting of Language and Letters was a social gathering. These informal moments are wonderful opportunities for faculty and staff to interact and enjoy each other's company.

Department of Mathematics and Physical Science

Dean: Dr. Ulises Ricoy

Chair: Dr. David Torres

I. Annual summary of activities

A. Enrollment

Currently the Department of Mathematics and Physical Science has 8 declared students. The Department of Mathematics and Physical Science will graduate an AS degree in Mathematics this coming Spring. Another student should also graduate with a BS degree in Mathematics in December 2018.

B. Student Success

Mentoring of AMP students was performed by faculty David Torres and Ajit Hira. Mentoring of NM-INBRE student Jose Pacheco was done by David Torres and Ana Vasilic. David Torres mentored AMP students, Billy Dominguez, Andres Romero, and Maria Orozco. Ajit Hira mentored AMP student Iris Varela.

C. Communication

One peer-reviewed paper was published by faculty. "Assessing Curriculum Efficiency using Monte Carlo Simulation" was published by David Torres in the Journal of College Student Retention: Research, Theory & Practice.

Dr. Ajit Hira submitted a total 7 research abstracts, with 8 student co-authors to various national and sectional research conferences in physics and mathematics.

Dr. Ajit Hira served as the reviewer for the physics research journal Modern Physics Letters B. for Reviews of Physical Instrumentation, and as a judge for the statewide New Mexico Alliance for Minority Participation (AMP) Student Research Conference in Las Cruces, New Mexico. David Torres served as a judge for the Supercomputing Challenge at Los Alamos National Laboratory.

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

- NM-INBRE grant
- NM AMP grant (Institutional Coordinator)
- NM-INCLUDES grant (Co-PI)
- David Torres wrote and submitted an NSF Improving Undergraduate STEM Education HSI Program grant in Spring 2018.

Other activities included:

- Dr. Hira received professional development through the ESCALA Faculty Summer Institute on College Teaching & Learning in Summer 2017.
- Dr. Torres and Dr. Claudia Aprea attended the sixth annual Faculty, Leadership, and Professional Development Institute (FLPDI) EPSCOR workshops in Albuquerque in Fall 2017 and Spring 2018.
- Dr. Torres participated in a 2017 Summer Sabbatical through the UTEP BUILDing Scholars program at the UNM School of Medicine.
- Dr. Torres participated in a 2018 Visiting Faculty Program at Los Alamos National Laboratory in Group T-3.
- Outreach: David Torres taught RoboBlockly and Scratch at Pojoaque Valley Middle School under the NSF-INCLUDES grant

D. Team Spirit

- The Department of Mathematics and Statistics created the first issue of a Math and Physical Science newsletter.
- Dr. Torres and Dr. Vasilic are collaborating in the NM-INBRE grant.
- Dr. Aprea and Dr. Torres are collaborating in pollen research.
- Mathematics and Physical Science faculty served on the Faculty Senate, Tenure, Undergraduate Curriculum, Academic Standards, Budget and Graduate Committees, and CLASS committee.

II. Challenges

A. Enrollment

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

B. Budget Requirements

Our computers in the Math Lab HT 100 are aging and will need to be replaced within 1-2 years.

III. Future Projects

A. Communication

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

B. Team Spirit

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

College of Business Administration

Dean: Dr. Lori Baca

I. Annual Summary of activities

A. Enrollment

The College of Business Administration (COBA) started the academic year in August 2017 with a decrease in enrollment of 2% (4 students) over August 2016. Faculty and staff continued to work very hard to increase enrollment numbers by reviewing records of students who have not completed a degree and who are not currently taking courses. Faculty and staff conducted outreach by phone, email, Facebook, KDCE radio, and local newspapers. The Dean regularly communicate with the New Mexico Department of Workforce Solutions (NMDWS), and employers such as Los Alamos National Laboratory (LANL), casinos, state and county government.

B. Student Success

COBA students received scholarship from the Northern Foundation and secured jobs at Los Alamos National Laboratory (LANL), state agencies, and other local organizations. Some of our students have decided to continue their education. Upon completion of the AA degree, students are pursuing BA and MBA degrees. For example, of the 18 students who started the AABA degree in the fall of 2016, 15 (83%) completed the accelerated AABA degree as planned in December 2017. Most of the cohort members are currently pursuing a BBA with a concentration in management. This cohort is expected to graduate by spring 2019 if not earlier.

During the 2017-2018 school year, COBA awarded 54 degrees. An increase from the 2016 -2018 of 48 students or 8%. The breakdown is as follows:

BA Management 14	AABA Degrees 33	BA Accounting 2
BA Project Management 2	Cosmetology 1	Barbering 2

C. Communication

COBA communicates with students by email, telephone, and in person. Petition to Graduate forms, change of degree forms, and many other services are completed remotely. The opportunity to serve students without making them come to campus, has proven helpful to those who live outside of the Española area. As a result, these students are able to complete their degrees and graduate from NNMC.

Adjunct faculty from other states such as Florida, Texas, California and New York teach for the COBA. We communicate by phone and email regularly. Instructions, Letters of Appointment (LOA's), assessment information and data are examples of correspondence COBA completes without requiring faculty to come to campus. Full-time faculty and adjunct faculty who are on campus meet with their students primarily by way of face-to-face meetings. Full-time faculty advise students and facilitate their communication and interaction with many campus offices such as Financial Aid, the Registrar, and Admissions. Almost all interaction with Cosmetology and Barbering students is conducted face-to-face. Within COBA, the Dean uses biweekly meeting to disseminate information to and elicit feedback from faculty and staff.

Most of the communication with the college community is conducted by face- to-face meetings, phone, email, and via Google Docs. COBA conducts external communication by attending meetings, by phone, and by email. Information on how many students are attending NNMC with WIOA funding is transmitted electronically to the NMDWS. Meetings with LANL and New Mexico Highlands University (NMHU) staff usually take place in person.

D. Team Spirit

COBA faculty have worked together as team players on many initiatives. Faculty participated in hiring four full-time faculty members this academic year. In September, cosmetology/barbering took students on a tour to Ranchos De Las Golondrinas. In October, students organized and produced a Halloween Carnival, and in March 2018, students attended the NNMC 3rd Annual EXPO by offering manicures to the public. Cosmetology/Barbering students attend at least six other events during which they used talents to show their Eagle Team Spirit.

II. Challenges

A. Enrollment

Enrollment in the COBA has ranged between 150 to 200 students per academic year, and in the past two years, the college has graduated an average of 50 students per year. The number of students coming to campus as freshmen and sophomores has declined in the past couple of years. Consequently, COBA's four-year programs are experiencing a decline in enrollment. To encourage enrollment, COBA initiated the Accelerated Associate of Arts Program in Business in the fall of 2016 with 18 students. 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 AA degree in a condensed time period. Classes were offered as hybrid courses (50% online and 50% face-to-face), and they met on campus Fridays only for a total of 16 months. The Friday schedule 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 they had to meet requirements to take Math 150 and English 111. Of the 18 students who started in the fall of 2016, 15 (83%) completed the accelerated associate of arts (AABA) degree on schedule in December 2017. COBA created this program to fill a void in feeder programs which previously provided AA completers to the BA programs.

B. Student Success

Student success is determined by many different factors which include: Fostering student's motivation; teaching students how to succeed in the postsecondary environment; and structuring support to ensure success. Everyone at the College has a role to play in supporting student achievement, but faculty must take the lead. To improve student success in COBA, staff and faculty will develop structured programs, provide advising by offering appointments and scheduled time for walk-ins, and by motivating students to continue their education. When a student earns a degree, the student's family and the entire community benefits. One degree earned will touch many lives.

C. Communication

COBA needs to increase marketing. In order to do this, the college has the challenge of creating a communication flow that builds and sustains interest in COBA as well as the institution. Some areas to be addressed include: the flow of academic programs, academic outcomes, and graduation rates per programs within COBA. This information will be posted on bulletin boards within COBA and on the college website. Another strategy is to contact current students regarding events throughout the academic year. This will be accomplished by developing an outbound electronic correspondence system designed to enhance direct mail communications. Another way to market COBA is to purchase and distribute T-Shirts that show COBA spirit.

D. Team Spirit

COBA will begin the 2018-2019 academic year with four out of six new faculty members. The challenge is to provide training and at the same time provide excellent customer service to students as well as stakeholders. Training faculty to work as a team will take time and energy. To accomplish this, the Dean will lead faculty and staff in working together to develop programs, accumulate data for accreditation - all the while, keeping students at the heart of the work of the college.

E. Budget

The budget for addressing the challenges includes: \$1500.00 for T-shirts, \$400.00 for a newspaper ad showing a list of graduates per semester, \$3000.00 upkeep of COBA Website, and electronic correspondence system. \$1500.00 for materials such as cups, pencils, etc. with COBA logo. \$5000.00 for stipends for faculty members to attend professional development opportunities. \$5000 in scholarships for the COBA students.

III. Future Projects

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

In the spring of 2018, COBA initiated the Bachelor of Business Administration (BBA) degree with a concentration in Management. This degree is a 16-month degree. Many of the students who completed the AABA degree (and who were former students who had not completed their degree in the past) will complete the BBA by December 2018. COBA is anticipating 30+ BA graduates in the fall of 2018.

COBA is working on recruiting students into another AABA program and an Associate of Applied Science in Office Administration (AAS). The program is set to begin the fall of 2018 with the goal of having a cohort of 20 students. These are 16-month programs which should be completed by Fall 2019.

The Deans of COBA and the College of Business NMHU, respectively, have facilitated the sharing of upper level Accounting courses beginning in the Fall 2018 Semester. NNMC faculty will teach one course, and NMHU faculty will teach two courses.

In the Fall 2017 Semester, COBA offered Project Management courses at the Higher Learning Center in Santa Fe in addition to the courses offered on campus at NNMC. Two students were enrolled in these classes in fall 2017, and three students were enrolled in spring 2018.

COBA will continue to support students with advising and by creating and delivering programs that meet their needs. COBA is exploring the addition of personal finance education for every graduate of the college as this will complement the formal education they receive in their programs of study and will aid students and their families in attaining financial stability and independence.

College of Education

Interim Dean: Dr. Sandra Rodriguez

I) Annual summary of activities

A. Enrollment

Student enrollment for the Fall 2017 was at seventy-seven (77) unduplicated majors. There were seventy-five (75) students recorded for the Spring of 2018. Enrollment numbers were consistent and steady for the year. There was a small decrease in students from 2016-2017; eighty-four (84) students, a decrease of nine (9).

B. Student Success

Student success measured by program completion; five students graduated in the Fall 2017 commencement and three in the Spring 2018 commencement.

The COE realized needed changes to maintaining a robust Early Childhood Education (ECE) program. A visiting professor for the ECE program was hired in the Spring, which brought the program into compliance. A Bachelor of Arts in Early Childhood non-licensure track was also approved in the Spring. This addition is a positive change for students needing an Early Childhood degree but that are not interested or needing a licensure for employment. This new alternative will provide new opportunities for student recruitment and retention.

C. Communication

Communication between faculty and students as recorded through advisement efforts included the two tenured and one tenure-track faculty advising the COE students. Faculty made themselves available to students before scheduled classes, through on-line efforts, regular posted office hours and a special COE-wide Saturday advising day in the spring. Communication department-wide was more informal with one formal faculty meeting held during the year.

D. Team Spirit

During the 2017-2018 academic year, the College of Education (COE) received its first New Mexico Educator Preparation Program review, and received a score of B. This accomplishment aided in Team Spirit. The performance level was scored at 150.56 points out of a maximum score of 188. The baseline scores were based on the evaluation of four areas; Admissions Domain, Candidate Promise, Hiring and Retention Domain, Classroom Performance as well as the number of admits and the number of completers.

II) Challenges

A. Student Enrollment

Student enrollment is a challenge. Student confidence in the COE to deliver necessary coursework for program completion is needed. The coursework delivery must also be part of a larger strategic plan that recognizes the need for students to be clustered in courses that allow for students to build relationships with other students. The teaching across programs by faculty

is also a challenge; the need for a variety of faculty perspectives is healthy for students and the programs' overall health.

The need for TESOL, bilingual and SPED teachers is consistent throughout the state of New Mexico and specifically to norther New Mexico. The costs of tuition, childcare, the costs associated with the many required PED exams for licensure, student support in tutoring, and navigating the system required for entrance and exiting programs can serve to disengage students. Deliberate and extensive student supports must be developed.

B. Student Success

Student success as measured by program enrollment and program completion continues to be a challenge. A need to increase enrollment so that student-to-student, student-to-faculty relationships can be developed and nurtured will support student success. The research consistently cites the development of cohorts as one key indicator for program completion and student success as well as strong student/faculty relationships.

Finding creative means to provide the additional supports adult learners need to succeed while taking required coursework, working part-time to full-time jobs and raising families is a must.

C. Communication

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

D. Team Spirit

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

E. Budget

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

III) Future Projects

A. Enrollment

The building of trust begins by ensuring students know we are open and available to meet with them in person. Having someone that is available to see and speak to students on their schedules and when they "drop-in" is important in building a customer service orientation. Students need to know we are invested in supporting their success. The COE has four full-time faculty, an interim dean, and an administrative assistant. Building schedules for one of us to being physically available to meet and greet students will support student services. Finding additional funding

opportunities that will support students in paying tuition, child-care, and required testing is vital to bringing in students. There are current efforts in working collaboratively with:

- Española Public Schools in developing an Early College program and new efforts in identifying funding sources to support teacher education,
- Rex Davidson is developing an Early Childhood Education effort to support the community as well as NNMC students,
- Roz Carrol is building a possible cohort of teacher education candidates from the Chama/Dulce area.

B. Student Success

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

C. Communication

Bi-weekly faculty meetings will be scheduled. Program and student needs will be a meeting staple. All faculty as well as the interim dean will be responsible for advising students.

D. Team Spirit

Bi-weekly faculty meetings will be scheduled. Shared information is key to building a cohesive team.

I) Annual summary of activities

A. Enrollment

Enrollment at CET in both IET and EMET programs have been steadily increasing over the years. Compared to FY 17 the student enrollment increased in FY 18, especially in the EMET program. Compared to previous years, in fall of 2018 more courses are offered for students both in EMET and in IET programs to increase total student credit hours and new student enrollment.

To make the transition of students stronger and to increase the number of transitions from SFCC engineering and technology associate graduate programs into NNMC CET programs, the articulations between the two institutions have been revised and updated. A few NNMC CET faculty members visited SFCC classrooms that resulted in 2 new student recruitments into the NNMC IET program. CET attended the SFCC Transfer day for recruitment.

As part of recruitment effort, member of CET participated in local radio talk show to encourage students to enroll in CET programs from the community and beyond. CET faculty participated in student phone program to recruit new students. CET also participated in HEC recruitment effort event.

In fall of 2018, 4 classes from a semester wide course were taught using NNMC Mondopad that was televised to HEC students. This was the first NNMC course ever to be taught using Mondopad between NNMC and HEC. This increased the possibility of more students taking classes through HEC. New faculty addition to EMET program allowed offering of Robotics and other necessary courses to help graduate the first ever graduate from the EMET program.

New courses such as Solid works II, Computer Science for All, Introduction to Cyber Security have been added. In addition, 1 new certificate in Cyber security has been created and 4 new certificates are in the process of creation in fall 2018 to help students become more prepared for industry and their professional fields. Resume workshops were held in fall 2017 by LANL that initiated hiring process of several EMET students into LANL. Student career path session II was held by NNMC ACM Student chapter to shed light on future job markets that other peer students are already working in.

PEARL scholarships allowed more enrollment in fall and spring of this year. As this scholarship ended in spring of 2018, although much smaller, a new amount has been dedicated to student scholarship from SERPA endowment fund. CET re-applied to NSF S-STEM grant in spring 2018. Although not successful, an ATE grant proposal was submitted to develop a new curriculum in wireless networking to provide more elective courses to students and to help the community with wireless connectivity.

As part of the INCLUDES grant several activities took place involving the local high schools and middle schools in the community. CET students mentored local middle school students in

building robots to compete in the RoboRave competition in spring of 2018. The network night was successfully held at NNMC in spring 2018 to provide an oasis for interaction between NNMC students and the community. A good number of EMET students participated in spring 2018 solar festival held at NNMC.

B. Student Success

A meeting was held at CET with NNMC advising and NNMC student services personnel to identify and discuss pre-requisite free CET courses that first time engineering students can take irrespective of their engineering discipline. This meeting cleared confusions that NNMC advising had about these courses. CET Advising is conducted regularly by CET faculty members throughout the year. New students, who are in their second semester at NNMC (and first-time college students) are advised in detail on the courses in their path to graduation, which semester they are scheduled to graduate, and to help them tackle risk factors such as long gap in education due to illness, family issues, and other personal issues. They are encouraged and guided to overcome those obstacles and get back on track. Transfer students are advised to make sure all of their courses are transferred from other colleges to shorten their graduation from NNMC. Students are sometimes encouraged to take summer courses from other colleges to expedite their graduation from NNMC. In addition, every faculty has been informed over several departmental meetings to emphasize on graduation and completing both associate and bachelor's degrees and to guide students to graduate sooner. Engineering student tutors are assigned to help students with math, physics, and engineering courses. Individual course specific TA help from specific courses are also available to help students succeed.

Class schedules are made so that the courses do not overlap within each department. In addition, the common courses that are required by both EMET and IET students are scheduled not to overlap with other in fall 2018 schedule. New courses, Computer Science for All, Intro to Cyber security, Solid Works II are offered this fall 2018 that provides more elective course options. New certificates have been introduced in FY 19.

Recent IET graduates and other currently enrolled students were introduced to local IET companies, such as to BlueLink, Rio Ariba public school IT, and to LANL for them to apply to jobs before graduation and to get jobs right after graduation. Involvement in NNMC ACM Student chapter activities, local middle school mentoring programs, LANL internships, and NESA club activities help CET students to build leadership skills, community engagement skills, working in team skills, and professional experience.

C. Communication

The CET went above and beyond to encourage students to apply to LANL internships and follow through the application process. CET students are regularly notified via NNMC email when jobs or tutoring opportunities are available at CET, which in addition to job information creates a sense of belonging of the students to CET. Pearl meetings held once every month over the year gave an opportunity to the students to mingle, get exposed to research opportunities, listen to expert speakers, and to visit other engineering programs in the state to widen their views in their professional fields. Continuing collaboration and communication between CET and LANL,

N3B, and other outside entities are opening up opportunities for CET students to enhance their skills in industry specific areas. ABET advisory committees continue to provide suggestions specific to industry needs. These suggestions are regularly incorporated into the CET curriculums. Any concerns raised by students about any instructor is reflected in student evaluation and is discussed in personal meetings with the student.

As a community outreach of CET students, the NNMC ACM student chapter organized a food drive for the local soup kitchen that allowed CET students and the entire NNMC to get involved in community activity.

D. Team Spirit

Every CET faculty and staff are highly valued for their contribution. Their effort and contributions are consistently verbally appreciated through emails and through fair yearly faculty evaluations. Bi-weekly departmental meetings address CET concerns, confusions, and provides a platform for faculty and staff to voice their feedback and suggestions on various CET and NNMC issues. CET faculty group represents a family within the bigger family of NNMC. CET faculty members with diverse backgrounds such as American, Bangladeshis, Mexicans, Hispanic, and Indian, engaged in entertaining each other over traditional food and culture in fall 2017 and in spring 2017. CET faculty team spirit lunch was held on March 19th at Angelina's, which provided a conversation opportunity in a more casual atmosphere.

Faculty members were provided trainings and workshops on Advanced ABET, CISCO certification, Fanuc, NSF, and in Python. CET Grants made possible collaboration with different departments of College of Arts and Sciences. Capstone projects created collaborative opportunity for IET students with the Biology department.

II) Challenges

A. Enrollment

One of the major challenges throughout the year was the fear in IET students. The fear resulted from a continuing void of sufficient number of instructors in the IET department. Students were afraid to enroll in the fear that the classes might be dropped at the last minute. In addition, the ending of PEARL scholarship caused another fear in enrollment resulting in predictable future low enrollments. Because of lack of on campus living accommodation, offsite students often could not take advantage of lowest tuition at NNMC CET. Recruitment effort in IET was often unsuccessful because of lack of faculty members in IET. Courses offered through HEC was not often sufficiently marketed to increase new recruitments from SFCC and surrounding Santa Fe communities.

B. Student Success

Evening and online classes are often preferred by working students that are not always feasible to offer by faculty members and the CET program. More skilled and knowledgeable engineering tutors are needed who can provide required tutoring to the students. Lack of student preparation in math and analytical skills is one of the main reasons the CET students struggle with their classes especially with the EMET classes.

C. Communication

The sudden departure of CET chair in fall of 2017 caused a big adjustment in CET. Another challenge in communication is with stakeholders such as LANL requiring job specific skill set that may not be part of the CET bachelor curriculum. These types of skill sets belong in the trade area and cannot be readily incorporated into CET engineering programs.

D. Team Spirit

Professional and personal growth opportunities are provided to CET faculty members in a regular basis. However, the low salary matrix at NNMC CET compared to other engineering colleges of NM, causes the loss of talented faculties who leave CET after a short time of service or do not wish to join.

E. Budget Requirements

The main budget crisis in CET is caused by the lack of student scholarships especially going forward into FY 19. More grants need to be applied to and awarded in order to secure student scholarships to increase and retain student enrollment in both CET programs. As a small CET cost correction an effort has been made to lower CET expenses by ordering fewer number of books through the book store in spring of 2018 for fall of 2018. This correction was made because many CET students order books online at a cheaper price and not through the bookstore.

III) Future Projects

FY 19 looks bright for both departments in CET with a few challenges to address and mitigate. The future targeted CET projects are presented below according to the NNMC strategic direction. In addition to these described new projects, more maybe added as FY 19 rolls along.

A. Enrollment

The successful activities and events that were part of FY 18 will continue in FY 19. In addition, to bring in stability in sufficient number of IET Faculties, new IET faculty has been hired in fall of 2018 and another will be hired in spring 2019. In addition, short term faculty needs are being fulfilled by hiring adjunct instructors through HigherEd and Indeed jobsites and through reaching out to other engineering institutions.

The CET faculty members will apply for grants (at least one) to bring in student scholarships. An amount has also been allocated from the SERPA endowment fund to provide student scholarships in FY 19.

Better collaboration and communication between SFCC and CET will take place through more class visits in SFCC and formulating revised articulations. This will result in more SFCC graduates enrolling in NNMC CET programs. CET will also put more recruitment effort through talking to students in classrooms, attending career days, and attending transfer days in other engineering institutions of New Mexico. The new certificates offered through CET will have possibilities to increase general student enrollment from other institutions as well.

The most important project for FY 19 is the preparation for ABET accreditation for both EMET and IET programs. This accreditation is critical in increasing enrollment, collaboration with other engineering programs, and for the success of CET programs and CET students.

B. Student Success

The successful activities and events that were part of FY 18 will continue in FY 19. A few courses will be offered hybrid and online to accommodate working students. These courses are 3 network courses from IET and 1 course from EMET department. In addition, 5 new certificates will be offered, 4 from IET (Programming Application Developer, Database Application Developer, Introduction to Cyber Security, Networking Essentials) and 1 from EMET (Drafting) departments. These certificates will have potentials to draw in students who are able to complete a few courses, receive a certificate without going into the full program, and get into the job fields immediately. To help all students succeed, selective students with good grades, merits and understanding of the course materials will be notified about their options to become tutors.

CET has joined in the NNMC effort to clean up the course catalog in order to sustain a clean and consistent course catalog for all students.

To increase number of graduates, in addition to all the effort that are already in place, general resume workshops will be held (at least once per semester) to help the students prepare their resumes and to inform the students of available jobs in the market.

C. Communication

The successful activities and events that were part of FY 18 will continue in FY 19. With respect to internal operations, CET is more stable in terms of administration and faculties in FY 19. Externally, more articulations (at least 2 new) will be formulated between CET and other New Mexico engineering institutions. These NM institutions may include but not limited to New Mexico Tech, NMSU, UNM, ENM, New Mexico Junior College, CNM, WNMU, and Highlands. More collaborations (at least 2) will be made with industry partners such as N3B, LANL, Siemens, and CNM to engage and hire CET students and graduates and to provide students with job specific skills and professional experience. However, this type of partnership may not change the core curriculum of the current CET programs.

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

A separate engineering student orientation will take place in the beginning of each semester at CET to encourage students to stay with the program and complete successfully in the shortest possible time.

D. Team Spirit

The successful activities and events that were part of FY 18 will continue in FY 19. NNMC in general is looking into the salary matrix and will address the salary discrepancies in order to alleviate such discrepancies.

College of Nursing and Health Sciences
Dean: Ellen Trabka

I) Annual summary of activities

Associate Degree Nursing Program

A. Enrollment

ADN program enrollment (fall semester week 1) increased by 12.8% from the fall semester 2017 (48 students) to the fall semester 2018 (55 students). The total number of students graduating from the program (AAS Nursing) increased by 125% from spring semester 2017 (12 students) to spring semester 2018 (27 students). The student retention rate (graduation rate) increased from 76.92% in 2017 to 84.38% in 2018. Recruitment: In the past several years, the number and quality of program applicants has steadily increased.

Fall admission Level 1	Total number of applications received	Number of qualified applicants	Number of students admitted
2015	14	12	11
2016	48	19	28
2017	59	24	24
2018	54	33	24

B. Student Success

High Fidelity simulation lab: A high fidelity simulation manikin (Apollo) was purchased to replace an outdated manikin. High fidelity simulations resumed in the spring 2018 semester. **NCLEX-RN pass rates:** ADN program NCLEX-RN Pass rates for the May 2017 graduating cohort was 50% (down from 88.89% in 2016). This does not meet state or national accreditation standards. As a result, a data driven plan to address the low pass rates was implemented in the spring semester of 2018 for the May 2018 graduating cohort.

C. Communication

Nursing Faculty members communicate on a regular basis through program governance activities. Bi-monthly departmental faculty meetings, program sub-committee meetings, and bi-annual nursing Community Advisory Board meetings provide regular avenues for communication and input by program stakeholders. Standing agenda items at faculty meetings include reports from the Dean, Program Director, Success Coach, Clinical Coordinator, Simulation Lab Coordinator, Lab Assistant, Faculty Senate Representative, and Student Nurses Association representative.

The program has a very engaged, supportive, and participative nursing Community Advisory Board (CAB).

D. Team Spirit

Collegial relationships among nursing faculty has strengthened through a consistent and detailed faculty mentoring process. The Student Nurses Association (SNA) hosted a Nursing Faculty Appreciation lunch in AY 2018. This event served to promote student-faculty comradery and cultivate a sense of team spirit. The annual New Student Orientation for incoming level I nursing students and the annual Nursing Pinning Ceremony are additional events that promote team spirit and celebrate student accomplishments.

RN to BSN Program

A. Enrollment

Northern's RN to BSN Program has delivered courses in a traditional face-to-face format since its inception in 2008. The program has also been consistently low enrolled, with the total number of enrolled students ranging from 9-18 students in any given semester. In the fall of 2017, the program successfully implemented a hybrid course delivery method with the exception of one course (physical health assessment). The program believes that the switch to a hybrid program had a positive effect on recruitment with the enrollment of eight new students in the fall of 2017.

B. Student Success

Graduate satisfaction: 100% of 2017 RN to BSN graduates were satisfied with the quality of the education received at NNMC. Students noted numerous program strengths. Some examples include: The professors are "powerful, diverse, and quite frankly amazing." "Life-changing." "I loved the program!" "I learned so much that is meaningful to me." "The program has nursing faculty that are inspiring and knowledgeable in the field of holistic nursing and demonstrate it through their teachings and the way they carry themselves around the students."

Hybrid Program: The focus of the program during AY 2017-2018 has been to provide a smooth transition to a hybrid method of course delivery. The implementation process went very smoothly with no reported problems. Both students and faculty reported satisfaction with the course delivery method, and there were opportunities for faculty professional development.

Tri-annual Curriculum Review: The program completed a comprehensive curriculum review, which included a review of the following: program vision and mission, end of program student learning outcomes, curriculum structure, course descriptions and course competencies, alignment of national professional nursing standards and accreditation standards with program curriculum, teaching-learning practices, clinical experiences, and practices to evaluate student learning. A sound and coherent program curriculum supports student success.

C. Communication

The RN to BSN Program communicates on a regular basis through program governance activities. Monthly faculty meetings and bi-annual nursing Community Advisory Board (CAB) meetings provide regular avenues for communication and input by program stakeholders. Standing agenda items at faculty meetings include reports from the Dean, Associate Director, Clinical Coordinator, and student representative.

D) Team Spirit

The program has a very engaged, supportive, and participative nursing Community Advisory Board (CAB).

Nurse Aide Training Program

A. Enrollment

Student enrollment in the Nurse Aide Training Program for AY 2017-2018 has been strong.

NURS 100 & NURS 100L	Fall semester 2017	Spring semester 2018
Student enrollment	21	9
Course completion	16	7
Successful Course Completion Rate	76%	77.8%
# of students taking certification exam	2	Pending
# of students passing certification exam	2	Pending
Certification pass rate	100%	

NNMC was awarded a grant of \$112,506 from the *New Mexico Rapid Workforce Development Program Fund for FY 2018* to enhance the college's capacity to train Certified Nurse Aide's (CNAs) to meet the workforce needs of Northern New Mexico. However, the funding for the grant was not approved by the state legislature and the grant was ultimately not funded.

B. Student Success

The number of students taking the Nurse Aide Certification exam is low.

C. Communication

The Nurse Aide Student Handbook was revised, and a policy regarding the Use of Social Media in the clinical site was implemented.

D. Team Spirit

Networking with community workforce partners was a successful aspect of the grant writing effort.

II) Challenges

Associate Degree Nursing Program

A. Enrollment

The ADN program adheres to the NM Board of Nursing Rules and Regulations that outline specific student- to- instructor ratios in the clinical setting. Hence, student enrollment numbers can only be increased if faculty numbers are increased. Increasing enrollment also increases the cost of the program to the college. The challenge to maintaining or increasing student enrollment is the ability of the college/program to recruit and retain qualified full-time and adjunct faculty to teach.

B. Student Success

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

Leadership: A highly qualified program director retired in December of 2017 after 10 years in the position. Unstable program leadership has the potential to disrupt program outcomes and student success. A search for a permanent program director is in place.

Faculty turnover: Three full-time faculty members resigned during AY 2018. End of Program Surveys completed by students identified frequent faculty turnover as an issue that affects student success and an area for program improvement. Three new FT faculty have been hired for AY 2018-2019

Student Success Coach: The Student Success Coach retired in July 2018 after several years in the position. The Success Coach works closely with students throughout the program to promote student success and to ensure student success on the NCLEX-RN licensure exam. Again, the turnover of highly qualified program personnel has the potential to negatively impact student success and program outcomes. A current search is in place to hire a new Student Success Coach.

C. Communication

Communication with clinical partners regarding fall clinical placements is necessary during the summer months in order to ensure adequate clinical sites and to coordinate all of the necessary requirements to start clinicals in the fall semester. This is the task of the Clinical Coordinator who is currently on a 9-month contract and unavailable during the summer semester.

D. Team Spirit

High faculty turnover has the potential to affect program cohesiveness and team spirit.

E. Budget Requirements

Faculty recruitment is a consistent challenge for the program due to state and national nursing faculty shortages and low faculty salaries compared to industry. When comparing current registered nurse faculty salaries to the average registered nurse salary in New Mexico, there is a deficit of approximately \$16,500 per faculty. Any increase to nursing faculty salaries that would address this issue must be approved by the CBA. The College should explore innovative ways to utilize Nursing Enhancement funds to recruit and retain qualified nursing faculty. The Clinical coordinator contract should be extended from a 9-month to an 11-month contract to ensure adequate clinical coordination during the summer months. This would cost \$15,067.

RN to BSN Program

A. Enrollment

Current unduplicated enrollment for AY 2017-2018 was nine students. Program enrollment will need to double or triple within the next 2-5 years in order to sustain the program. Increasing program enrollment will not significantly increase program expenses. The program has the potential to be profitable if it were to double or triple its enrollment by offering a fully online program.

B. Student Success

A highly experienced Associate Director retired in June 2018. This leadership position is vital to the success of the program. A new Associate Director who has the experience and expertise to transition the program to a fully online program was hired. Mentorship will be provided to ensure a smooth transition.

C) Communication

No challenges noted.

D. Team Spirit

The new Associate Director will need to build relationships with existing program faculty to promote a cohesive team.

E. Budget Requirements

The College will need to secure additional distance education resources to support a fully online program.

Nurse Aide Training Program

A. Enrollment

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

B. Student Success

The program will explore strategies to encourage more students to take the Nurse Aide Certification Exam. Competition for lab space exists between nursing programs that would necessitate the construction of an additional lab space.

C. Communication

A classroom attendance policy has been developed and will be implemented in AY 2019. The policy will be published in the *Nurse Aide Student Handbook* and in course syllabi for AY 2018-2019.

D. Team Spirit

Cancelling of the nurse aide course due to the lack of a qualified instructor can discourage students from attending Northern.

E. Budget Requirements

Funds for renovation of an additional lab space. Increase adjunct faculty salaries.

III. Future Projects

Associate Degree Nursing Program

A. Enrollment

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

B. Student Success

NMNEC statewide common nursing curriculum: Now that the ADN program is accredited, a decision will need to be made as to whether or not to transition to the statewide common nursing curriculum. This initiative will take leadership, an evaluation of college/program resources, professional development for program faculty, and a commitment by the college.

C. Communication

A new Faculty Senate representative from the College of Nursing and Health Sciences will need to be selected. Adjunct faculty representation from nursing on the Adjunct Faculty CBA negotiation team will be an important voice to advocate for adequate salaries for nursing adjunct faculty that will promote recruitment efforts.

D. Team Spirit

Program personnel: With the potential for five new program personnel starting in the fall of 2018, the mentoring process will play an important part in the retention of program personnel and the development of an effective faculty team.

RN to BSN Program

A. Enrollment

Design and produce new program brochures and other recruitment materials. Develop a comprehensive student recruitment plan. Offer 1-2 fully online courses. Plan for the transition to a fully online program.

B. Student Success

Develop and implement a mentorship plan for the new Associate Director.

C. Communication

Continue current methods of program communication.

D. Team Spirit

Schedule a welcome activity for the new Associate Director and invite program students and other College of Nursing and Health Sciences faculty and staff.

Nurse Aide Training Program

A. Enrollment

Continue to collaborate with workforce development agencies to recruit additional students.

B. Student Success

Create a Certificate of Nurse Aide. Secure additional lab space.

C) Communication

Continue to communicate the class schedule with workforce development Community partners.

D. Team

Provide comprehensive mentorship for new program faculty.

Student Services and Support Services

Admission/Recruitment/Dual Credit

Interim Dean: Frank Orona

Director: Frank Orona

I. Annual Summary of Activities

A. Enrollment

The Admissions and Recruitment team at Northern New Mexico College has continued to buck the recent national trend of a decrease in enrollment and we have actually exhibited a slight growth in enrollment as is evidenced by our enrollment reports produced by the Office of Institutional Effectiveness. Our recruitment strategy for the Fall 2018 term changed in that we shifted our focus to recruiting community college students to transfer in to Northern to complete a baccalaureate degree. A lot of time was spent in working with this group of students in completing their admissions applications. Transfer transcripts were collected and each had to be evaluated for transfer credit which is time and labor intensive. One of the challenges that we faced was regarding the length of time that it took to hire an associate in the Registrar's office and when transcript evaluations were not completed in a timely manner we were unable to work in registering the transfer student. Once again there was concern that Northern New Mexico College was relying heavily on the work of two student employees who were working 40 hours a week as well as carrying a full course load. One student resigned and the second student was failing classes for the first time ever in her academic career. I made this point several times in meetings as I was concerned for this student on an academic and personal level. In our area it is a ripple effect if one of the components is not fully functional. The office continued with its phone call campaigns to students who had submitted an admissions application but had not completed their application or failed to register. Again, this work is very time intensive and was completed in between projects and quality control. The admissions office also utilized the volunteer services of a very generous community member. Without her help and effort, it would have made completing some of the phone calls much more difficult. We also continued our collective phone call campaign for the Fall and Spring semesters, which were both very well attended. There were over 250 phone calls made in a period of 2.5 hours. The Admissions staff was also called upon to continue to serve the Dual Credit population as the position was eliminated with no plan of replacing the 2 Dual Credit FTE that Northern New Mexico College used to employ. The work was done with no offer of additional compensation for taking on the additional duties that come with Dual Credit students. The PDSO and the DSO have continued to work diligently with our very small International Student population and provide them with services such as helping them apply for, and obtain, a Social Security number so that they may apply for on-campus jobs and deservedly earn a small salary.

B. Student Success

Student Success is measured by Northern New Mexico College's retention and graduation rates. While Admissions and Recruitment are typically "front end" services, with the reduction of staffing over the past few years, the Admissions staff especially, has had to take on additional duties for the survival of the college. Phone calls are made to students who have been

disenrolled for the lack of a financial plan, phone calls are made before disenrollment is run in order to keep students from losing their schedule and having to start anew and find classes that may not work with their work or sitter schedules. Through our minimal Career Services area, a Career Fair was hosted in the Spring 2018 semester, which was a huge success, and credit goes to the extremely part time Career Services person on campus, who worked closely with some colleagues from the college and also with Community members at large to organize this event. Again, these events are time and labor intensive and take away from time that could be spent in contacting and recruiting students.

C. Communication

Communication is key when working with staff and students and the Admissions area worked on updating the admissions process and is utilizing student and personal email in order to contact students rather than just sending a letter via the US Postal system. Recruitment is incredibly reliant on communication in order to have prospective students matriculate into the programs offered at Northern New Mexico College. The Recruitment office does an exceptional job of responding to student inquiries and follows up with the prospective students on a regular basis up to the point of matriculation. We now have 1.5 FTE in the Recruitment office and that has made a significant improvement in the way that we are able to service our prospective student population. The staff meets on a regular basis in order to share issues and ideas for improvement and this has proven productive in that we can share what is working and what is not working in our daily work activities.

D. Team Spirit

During the team spirit retreat held in the Spring 2018 semester the idea was proposed that the Admissions Office be allowed to close for an hour over the lunch hour on Friday afternoons, which is typically a slower day than Monday through Thursday. The idea was that Admissions would cover for the Financial Aid Office while they closed for lunch and the Financial Aid office would cover for the Admissions office while they closed for lunch. This idea reduced the hours of service in the Admissions office from 45 hours per week to 44 hours per week. The President supported this idea and it has been great for the morale of the employees but we still, occasionally, are criticized for closing for that one hour on Friday afternoons. The worst case was the parent of a Dual Credit student who went directly to the Office of the Provost to lodge a complaint.

II. Challenges

A. Enrollment

Enrollment is always a challenge when you are a commuter school in a sparsely populated area. Besides the GED programs housed at Northern New Mexico College we have one large “feeder” school in our area and a host of those student are looking to get away from home if they are seeking to further their education. Most of the school districts within a 50-mile radius graduate twenty to thirty seniors each year and we are competing with much larger recruitment offices who are able to dedicate more to their recruitment efforts in New Mexico Highlands University, New Mexico State University and of course, the University of New Mexico. Admissions and

Recruitment are setting themselves up to become the victims of their own success in that we have shown an increase in enrollment recently so the pressure to build each semester is daunting to say the least. In meetings it is announced that if we don't have "X" number of students it would be disastrous to our budgets and to the institution as a whole. This college community does not grasp the concept that we are all recruiters for the college in a sense and that we all play a part in retention and the survival of the college. When there is an event scheduled for after working hours or especially on a weekend there generally is poor to no attendance from faculty and staff outside of Admissions and recruitment. A very good example of this was the 2018 Garlic Festival. If Northern New Mexico College as a community isn't going to participate why should we expect our local community to participate? Once the community sees that Northern New Mexico College employees are happy and engaged then we will see that the community will enroll in possibly an art or continuing education course.

B. Student Success

Student Success is key to the survival of any college and Northern New Mexico College must work toward developing a culture where all faculty and staff are vested in the future of our students and the college. Currently there is an attitude amongst a large portion of the employees that student success is "not my job." Of course, it is known that student success is everybody's job because without students nobody has a job. The attitude displayed in Admissions and recruitment is that students are the number one priority bar none. Admissions is the front line, the work being done in the trenches, in any college setting, and there is the realization that first impressions are extremely important. Every effort is made to ensure that prospective student who enter the building are greeted in an appropriate manner and treated with the respect that they deserve.

C. Communication

Communication is an area that can always be improved especially with the fast-paced changes in social media. There are more than likely ways to communicate more effectively with students via Facebook, Twitter and text message. The admissions office currently relies mostly on student and personal email and so-called snail mail for communication but is moving more and more to text messaging. The recruitment office already utilizes social media such as Facebook to communicate with prospective students but there is still much room for improvement utilizing Twitter and other social media outlets. Our greatest challenge is to have a staff member trained in all areas of social media and budgeting the time needed to improve the effort in this area of communication.

D. Team Spirit

Team Spirit is another area where Admissions and Recruitment are challenged in that there is never a time when we can just get together and talk, share ideas and generally just decompress from the stress that is faced with enrollment challenges each semester. Work schedules are just so incongruous and there are challenges in just keeping the offices staffed for 44 hours per week. Work study students are relied heavily upon for basic office coverage and customer service needs. This place a very heavy burden of responsibility on the student workers. It would be nice to meet as a unit rather than as two separate units as time currently allows.

E. Budget Requirements

Budget is always one of the most difficult items to address in these times of fiscal austerity. There is currently a Dual Credit .5 FTE position that is being filled which will help the college tremendously. However, the amount budgeted for the position is for salary only. There is also the need for a budget to include a line item for supplies which include the basic necessities of any operational office. Paper, pens, stapler, adhesive tape, highlighters are just a few of the supply items that were not taken into account. More costly items include a desk, chairs, and more importantly a computer and a printer. Preferably the computer would be a laptop with a docking station as the Dual Credit office at times needs to be mobile in order to meet the needs of the school districts for admissions and registration. There is also the need for a travel line item in the budget because as mentioned earlier there will be some travel to local school districts for admissions, registration, dual credit presentations and parent informational nights.

Dual Credit Budget: Supplies: \$2,000; Office Equipment: \$3,500 (1-time cost incurred); Travel: \$1,500 (Total Budget: \$36,700).

III) Future Projects

A. Enrollment

Enrollment trends are important to follow and it is the goal of the Admissions and Recruitment Offices to continually read and study significant data sources for information regarding what it is that prospective students are hoping to garner from a post-secondary education. For example, what are the jobs that will be hiring when are students graduate? It is important to be knowledgeable about this information because those are the questions that prospective students and their parents pose when searching for a post-secondary institution. Basically, the marketability of their education and training. The admissions and recruitment offices will search for and attend as many webinars as is possible related to our offices that are free of charge for the institution.

B. Student Success

Student Success is at the forefront of all that will enable the institution to continue to grow and move forward over the next few years. The admissions process is one of "Open-Admissions" and as the institution grows, along with that will come a sense of community and especially learning communities. When students are engaged in a learning community there is the sense of belonging and knowing that if you require assistance or just someone to talk to one has the ability to tap into that community for encouragement and moral support. Admissions and Recruitment are truly committed to play an important role in the make-up of the learning communities and to serve as a resource for the campus community as a whole. There will also be a commitment to become familiar with community resources for student referral.

C. Communication

Communication with students is not only important but extremely valuable as a recruitment tool leading to matriculation. There will be cross training in the Admissions and recruitment area which will be conducted by the work study student employees over the course of the year. Training will begin with Facebook and continue on to Twitter, Flickr etc. as Northern New

Mexico College is adopting a student application produced by ELLUCIAN for student communication.

D. Team Spirit

Team Spirit is imperative to the well-being of the office. To this point there has never been an opportunity to close the office for a day and actually meet off campus where there would be minimal distraction and strategically plan and map out an entire recruitment and admissions cycle in order to ensure that we are all conveying the same message to prospective students and their families. We will meet off campus for a day in June after the summer session starts. There will be a brainstorming session, a working lunch, prioritization of ideas and a “next steps” discussion, culminating in an action plan for the upcoming admissions and recruitment cycle.

Academic Advisement

Student Success Director: Lisa Wilson

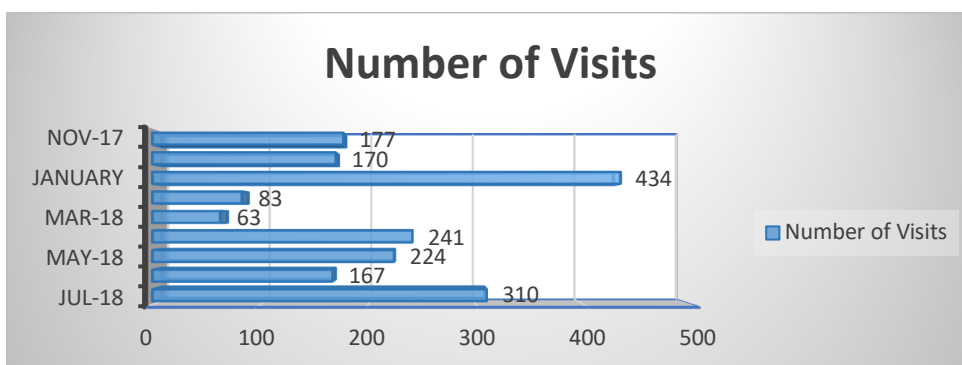
I. Annual summary of activities

A. Enrollment

Advisement Center: The Advisement Center staff recognizes that their role can be key to supporting enrollment since advisors are frequently the first college staff with whom the students have a chance to have a full conversation about their academic goals and plans. The first sessions with students average about 45 minutes and thus represent a real opportunity to connect with the College. These first interactions can be critical to a student following through with their intentions to go to college. The advisors are welcoming, friendly, and supportive while providing an introduction to college coursework and registering them into appropriate courses. The Advising Team has articulated the key elements and approaches to be included in advising sessions in an effort to improve consistency and provide proactive advising.

Additionally, the Advisement Center's role in supporting retention may be even more direct. First, it's the advisor's role to teach students through our advising sessions about how their college coursework contributes to a comprehensive program of study. Drawing on their interests and goals, we discuss the degree options available to them, encourage students to talk to program advisors about programs, and then help students transition to program advisors once they've completed their first-year requirements and selected a program of study. The Advisement Center also plays a key role in connecting students with other important campus resources, such as the financial aid office, the Writing Center, the Math Lab, the Library, and soon counseling services.

The frequency chart below illustrates the typical cycle of advising visits from the opening of registration through the semester and the following open registration period. The chart includes the data from November 2017 through July 2018. Due to an understaffed period in the fall of 2017, the data collection was incomplete and so it is not included here.



Through proactive advising approaches, the Advisement Center is working to increase the number of students who receive advising throughout the semester. The most critical time for support is the early part of each semester as demonstrated by our advisement pilot and co-curricular project during the Spring 2018 semester.

B. Student Success

In an effort to provide Proactive Advising to first-year students, the Advisement Team decided to pilot “required” midterm sessions with the Spring 2018 FTAC students. This pilot was then used as the Advisement Co-Curricular Assessment Project which proved to be both frustrating and informative. The project evolved throughout the semester as the advisors dealt with small numbers of students attending the midterm meetings. However, the analysis of the results led to significant insights. We have to act fast! Students are either “on track” or “off track” by mid-semester. To ensure that interventions have an impact on students, interventions have to take place early in the semester as well as throughout the semester. The follow-up survey results, with a larger group of 97 students, were also significant in that they demonstrated that students rate their knowledge of academic processes and terminology higher the more frequently they meet with advisors. This justifies the efforts the advisement team is making to increase contacts throughout the semester.

Testing Services: Testing Services provides High School Equivalency testing to GED students both at the College and for the community. They also provide the Accuplacer testing for students admitted to Northern as both dual credit and College students. The Testing Services’ move from the former Student Success Center to the newly renovated Advisement Center required significant and difficult adjustments. The move to the Advisement Center was intended to make the Accuplacer testing more convenient and part of a “one stop” model for student services. It is more convenient and visible, but the space is small and the area is not suited to the quiet needed for testing. The previous space could accommodate 30 students at a time while the new space is limited to 10 students.

Testing Schedule:

HiSET testing: Monday – Thursday: 10-12 and 1-3, and Fridays: 10-12 (6 to 10 students per sitting)

Accuplacer: Monday – Thursday: 9-12 and 3-5, and Fridays by request (peak periods 4 to 10 students per day)

July 2017 June 2018 Totals: High School Equivalency (HSE) Testing: 733 tests; Accuplacer testing—629 tests.

Student Success/First-Year Initiatives: The new director of Student Success and Advising inherited a well-developed process for planning and implementing the New Student Orientation (NSO). The Spring 2018 NSO was planned on fairly short notice, but successfully served over 40 students. The teamwork and commitment from faculty and staff to welcome the new students was impressive. The Fall 2018 NSO planning process is well underway. At this point, over 120 students have registered for the NSO.

C. Communication

The Advisement Center and Testing Services moved into the newly remodeled center at the end of July, 2017. To date, the transition is still a work in progress. However, the staff has found that having the Admissions, Registrar, Testing Center, Accommodations, and the Financial Aid offices near one another have made it easier for students to navigate their way through the initial process of each semester. This proximity has led to more and better communication between the Advisement Center staff and Testing Services.

Regularly scheduled meetings, celebratory events, and shared projects have also contributed to improved communication.

D. Team Spirit

Regular meetings with advisors, with the advisement center and testing coordinator, and with CAMP, Advisement, Testing, Financial Aid, and Recruitment have all helped improve team spirit. The co-curricular project involved a good deal of collaboration and contributed to a sense of team spirit among the advising staff, including the CAMP advisor. Through a collaborative process, the advisement team developed a mission statement: The Advisement Center @ Northern supports student success by assisting first-year students set goals, select and navigate an academic path, and develop lifelong learning skills. This effort to create the mission statement was beneficial to the team. The very process of articulating the mission helped build a sense of shared purpose.

II) Challenges

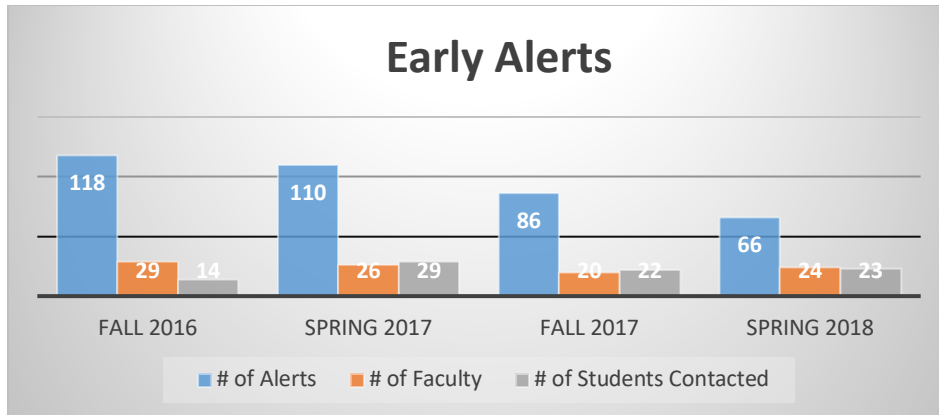
A. Enrollment

One challenge related to First-Year Advising is the contrast between the extremely busy periods versus the slow periods. The Advising Visit Chart illustrates the range of visits from 434 in January of 2018 to 63 in March. However, the advisors see their roles as much broader than simply registering students. Proactive advising involves reaching out to students to support success strategies, goal setting, student engagement, and problem-solving. The author of "High Impact Advising: A Guide for Academic Advisors," Dr. Sue Ohrablo argues, "Students who feel connected to an institution, feel cared about, understand their purpose, and have clear academic and career goals are more apt to persist in their academic endeavors." Thus, these efforts can contribute directly to increase success and retention.

The addition of a 40% advisor whose schedule coincides with the peak periods of advisement will have a positive impact on the Center's ability to meet student needs in a timely manner.

B. Student Success

The Early Alert system has been developed to provide faculty with a means of alerting the advising team to reach out to students who are struggling in their courses. The following graph illustrates the number of reports, the number of faculty making reports, and the number of students who were contacted. Frequently, it is extremely difficult to reach students. Phone numbers change, or students simply do not respond. Advisors make multiple attempts to reach students.



The challenge here is to make this system more effective. The number of reports has gone down since the program was started in 2016 even though the number of faculty making reports and the numbers of students contacted has stayed fairly steady.

The advising team and academic leadership needs to communicate more broadly about this system and encourage faculty to report concerns within the first few weeks. Of the 23 students contacted Spring 2018, 16 planned to communicate with the instructor and utilize resources with an effort to complete the class. The remaining 7 planned to drop the course.

C. Communication

The Advisement and Testing Center have been adapting to the larger space, to working closer as a team, and to being in a more visible area. The work study students specifically, have had to adapt to the new responsibility that the visibility brings. They are also adapting to cross training so that there is constant coverage between both areas.

Testing Services is challenged by having to oversee two separate spaces and testing protocols with one full-time coordinator and two work-study students. The Accuplacer testing located in the Advisement Center has proven to have limitations. The room can hold a maximum of 10 students under crowded conditions. With the door closed, the room is stuffy and cramped. With the door open, it is noisy and not conducive to a positive testing environment. Yet the Advisement Center should be an active, friendly space where talking and interacting is encouraged. Discussions have already begun regarding a more appropriate location for the Accuplacer testing. The library space, where HiSET testing is already located could be suitable, but that space is being considered for tutoring as well.

The new hires, an academic advisor and the director, have been welcome additions to the Advisement Center. However, communication regarding the hiring processes and eventual hires could have been more inclusive and effective. In both cases, in-house candidates were not told that they had not been selected until the arrival of the new staff. The Academic Advisor was hired in May, but not given permanent status until October. During this time the advisor lost out on accruing benefits. This lack of transparency and effective communication led to morale issues and a sense of not being valued by the institution.

Enrollment management efforts require coordinated, collaborative processes to ensure communication around the initiatives is effective. The advising center should have a key role in communicating certain policies and policy changes directly to students. It is important to publicize policies and then clarify roles and responsibilities regarding the communication. For example, advising should be up to date on all policies regarding payments, deadlines, and disenrollment. The revival of the Enrollment Management Team could help clarify enrollment processes, marketing campaigns, and communication.

D. Team Spirit

One challenge for the Advisement Team is the communication between Academic Departments, the Registrar's Office, and Advising. Team Spirit would benefit from more systematic communication around scheduling issues, such as classes being cancelled, course schedule changes, time conflicts, added classes, and closed classes.

E. Budget Requirements

Re-locating the Accuplacer Testing (and possibly the HSE testing) could require funding. However, ideally the move would be managed in-house. It's critical, however, to remember that the State certification for the new space would require several months.

III) Future Projects

A. Enrollment

Improve processes to maintain and track advisee records. The arrival of Degree Works should facilitate this project.

Improve data collection on the effectiveness of the Student Success and First-Year Experience initiatives. While this analysis has taken place in the past, it has not been maintained. There is value in demonstrating that what we do makes a difference in terms of success and retention.

B. Student Success

The Advisement Team is committed to providing Proactive Advising. Based on shared experience and the co-curricular assessment results, the advisors plan to implement the following strategies:

1. Expand our advising presence by attending FYE classes within the first 2 or 3 weeks.
2. Assign individual advisors to the FYE classes.
3. Refine strategies for improving the Early Alert System and the communication with faculty regarding student progress.
4. Expect students to attend a mid-term advising session by scheduling appointments and working to change the culture and expectations around the frequency of advising.
5. Encourage students to be independent while supporting the collaborative advising process.
6. Offer group events in the Advisement Center to familiarize students with the space, personnel, and offerings. These events could include workshops on study skills, wellness, and career exploration.

7. Work with program advisors to develop a well-defined process for transitioning students from first-year advising to program advisors.

C. Communication

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

D. Team Spirit

One project is to create a “student hub” in the Advisement Center. Students should know that this is a warm, supportive environment, where they can seek support. The Center should serve as a liaison with both college and community resources.

Over the next academic year, the Advisement Team will focus on meeting regularly with faculty advisors to ensure up-to-date knowledge of programs, requirements, and recommendations.

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

I. Annual summary of activities

A. Enrollment

Northern New Mexico College Accessibility and Resource Center (ARC) strives to encourage self-empowerment, best practice and capacity building through the sharing of knowledge and commitment to academic excellence in our region. ARC serves approximately 12%(88) of the entire student who are registered with Accessibility however there are at least 5-7 percent of non-disclosed students that utilize Universal Design approaches implemented in the classroom environment.

B. Student Success

During FY 18 there were 39 students who successfully obtained their AA or BA, utilizing services from Accessibility and Resource. Those who have obtained a BA, are enrolling in other higher education institutions to continue with their Master's degree. At least 75% of the student that at Northern or other institutions to continue their education goals, their AA, have either enrolled;

C. Communication

Utilizing Universal Design for Learning Styles creating innovative multimedia environments. The representatives of our institutions which include faculty, staff and work study students, are vital to the operation, coordination and ongoing improvement of the support services offered by ARC. Percentage of accommodations provided has decreased by 50% with the increase of Universal Design Modalities increasing knowledge and awareness in both classroom instruction and student learning styles as professional development through ARC common core goals for students.

D. Team Spirit

ARC has initiated and developed the following projects that add value and provide tangible benefits to its members. The success of projects is mainly attributable to the hands-on approach ARC takes in obtaining collaborative partnerships, grant funding for projects and then managing accommodations for students.

- 1) The CAMI (Center for Accessible Materials Innovation) Project grant to the Accessibility and Resource Center in partnership with Georgia Tech University. Designing innovative solutions and studying barriers to accessibility at Minority Serving Higher Education Institutions in the United States to improve the retention and graduation rates of students with disabilities, the Georgia Institute of Technology proposed the creation of the Center for Accessible Materials Innovation that expands access to digital content for students with disabilities and develops new innovative solutions. The Center targets students with diagnosed print-related disabilities who are enrolled in Minority Student Institutions (MSIs). We are currently in our third

semester of participation. We also have been using their database (C-Port) that tracks all student accommodations, test, and generates letters of Accommodation for each instructor.

2) The Quote of The Week project was inspired by creating expressive methods to share among the campus. The project engaged students to submit a quote to reflect the mood of the week and/or campus. The winner received a stipend to the book store of under five dollars. In the past two semesters that this has been implemented we have received over 100 quotes, which are posted to Broadband. The students and faculty have shown create support of this project. The ARC will continue to facilitate the quote of the week as well as add a quote of the day wall. This will bring additional awareness to the entire campus.

II) Challenges

A. Enrollment

Accessibility and Resource has faced several challenges with by in of new strategies and techniques since the inclusion of Universal Design modalities that are designed to deliver a comprehensive set of multi-media materials that can help instructors make their courses welcoming and accessible to everyone and suggests universal design strategies that can be employed by instructors to make their courses welcoming and accessible all students with different learning styles.

B. Student Success

Incorporating Learning style modalities to classroom strategies increasing knowledge and awareness in both classroom instruction and student learning styles as professional development through ARC as well as help faculty address accommodation concerns to bring resolve and success. Common core goals for students:

- 1) Promote and campus community in which students with exceptionalities. have full, equal, and integrated access to, and opportunities within, all campus activities, services, and programs;
- 2) Encourages and fosters students with disabilities' independence, self-determination, responsibility and development of life skills;
- 3) Appreciates the variety of individual perspectives that people with exceptionalities. Have about disability, identity, culture, and pride;
- 4) Offers selected services that are not provided by other College offices or outside organizations, focusing on those services that require disability-related expertise;
- 5) Assists and consults with other departments, faculty members, and those in the campus and off community who are striving for full inclusion of students with exceptionalities.

C. Communication

This increases awareness of accessibility issues, including basic ADA laws and regulations that govern service provision for post-secondary institutions and the actions needed to be in compliance but also result in specific actions taken by faculty to enhance the accessibility of their courses. The efforts made to adopt this strategy will ultimately increase the postsecondary academic and career success of all students. Funding to successfully complete the upgrade to our campus utilizing a checklist for ADA compliance assurances. Additional allocations would upgrade Assistive Technology equipment for students who need specific software for visual, auditory or Braille reading requests and, include the purchasing of tablets, laptops and audio devices, as well as other alternative media applications:

- 1) Push Button Doors need to be checked regularly
- 2) Need side walk path to high tech and building SERPA Building
- 3) All Doors with no automatic system should stay opened for easier access
- 4) There needs to be signs pointing to all buildings
- 5) Ave, to JCI, Maintenance, and Gym facilities
- 6) Push button from Cafeteria to GE building
- 7) Elevator from Fine Art Building is not operable

D. Team Spirit

The ARC proposes to work on professional development for staff and faculty in a neutral environment, promoting, collaboration and partnering with non-profits, community agencies to increase awareness of equity and diversity issues and promote NNMC on and off campus through:

- 1) Art of Being (inclusion of DD to NNMC/community through fine art story board project
- 2) Garlic Festival- Assist with coordination, volunteering and monetary sponsorship.
- 3) Wheel Chair Basketball- Kings vs Eagles
- 4) Disability month fair-visual goggle demos, ASL workshops, AT demos etc.
- 5) SBDC-Working to assist students who are interested in developing a business/marketing plan for small business
- 6) Board member representation to
- 7) Rio Arriba Family Health Care Network-Clinic access for students
- 8) Hoy Recovery program- At Risk/Behavioral Health students,
- 9) Espanola Art Festival- Art of Being Inclusion/NNMC Fine Arts display
- 10) Espanola Fiestas Council- Community and Culture awareness and New Mexico history course work at NNMC

III. Future Projects

A. Enrollment

Blackboard Utilities/Classroom Environment-The universal design of instruction UDL means that, rather than designing for the average student, you design instruction for students who potentially

have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, ethnicity, and other characteristics. UDI can be applied to all aspects of instruction, including class climate, interaction, physical environments and products, delivery methods, information resources and technology, feedback, and assessment.

B. Student Success

Equity and Diversity: The extent to which people with disabilities have had access to higher education has evolved from one of exclusion to one focused on functional limitations. A social justice mindset focuses on the role of universal design to create an environment accessible to as many people as possible. UDL, calls for “the design of products and environments to be usable by all people, to the greatest extent possible, providing training sessions for our faculty, who teach online courses, addressing the needs of students with identified disabilities.

C. Communication

Project-based learning (PBL) has long been established to be an innovative, effective way of teaching students by immersing them in real world applications of the subjects they are studying. It also encourages engagement and collaborative problem-solving, which helps the information to stick in the minds of students. Recent research on project-based learning has shown that not only does PBL improve student engagement and interest in STEM subjects, but research shows that this type of curricula levels the playing field for all students

D. Team Spirit

ADA Law/Media/ Outreach- The proposed project creates a model that utilizes media to disseminate information about strategies and techniques that both students and faculty with web links that can be used to increase knowledge about disabilities, learning tools, multimedia support, and networking opportunities to include community and support groups. : Team Building Day, Spirit Day. Dept. Challenge.

NNMC The Center for Distance Education

Director: Dr. Ken Dvorak

I. Annual Summary of Activities

A. Enrollment

The Center for Distance Education has no direct role in student enrollment the centers main focus serves as academic support for all Northern students taking traditional/hybrid/online courses. Although the Center provides a welcoming and positive atmosphere for all students and faculty and those inquiring of the Centers services including educational technology trainings and help with Blackboard Learn SaaS.

B. Student Success

The Center for Distance Education is currently participating with the upgrades currently underway to the college's Banner Legacy and Blackboard Learning Management System. These upgrades will use the latest in cloud computing technologies that will have an immediate impact improving the stability of the colleges administrative/academic software. By upgrading to the latest cloud-based Blackboard LMS known as SaaS or Software as a Service it will provide a more modern look than the previous Bb LMS. Referred to as Blackboard Learn SaaS – Original it is more user friendly especially for students who increasingly rely on mobile technologies to complete college course work. Blackboard Learn SaaS will also provide an updated look for faculty during the final migration of SaaS scheduled to be completed next fall with an entirely new interface called Blackboard Ultra.

In addition, the Center is involved with the following projects that directly impact student success at the college. New Mexico Highlands University & NNMC course sharing partnership; implementation of Degree Works; Eagle Tech Student Support Desk/deployment of the colleges first mobile app; deployment of Zoom video conferencing software, participating with a committee examining college – wide copyright policies for NNMC online classes and member of the state-wide SARA network (NC-SAN Group).

C. Communication

The Center for Distance Education currently provides updates regarding its activities via campus email distribution/attending campus staff meetings and participating in the college's convocation week. Additional information regarding the distance education program can be found on the college's web site.

D. Team Spirit

The Center for Distance Education participated in the President's week of building team spirit through role playing; team building exercises, chats among the participants and a follow up meeting in late spring to determine what additional measures should be implemented at the college.

II. Challenges

A. Enrollment

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

B. Student Success

Northern adopted the Quality Matters standards for online courses several years ago in order to provide students with guarantees that Northern's online courses have undergone a thorough quality review. Although the program continues and has seen limited success it suffers from lack of DE staff (one person) to follow through with the recommendations of the faculty review committee. In addition, faculty training using Blackboard has come to a complete standstill instead "just in time" training has become the new normal resulting in added pressure on the DE staff (one person) to handle Blackboard questions submitted by faculty. Compounding the pressures of limited staff resources the Center is involved with eight major technology enhancement projects (see "B" above)/answering all student/faculty emails/phone calls/attending campus meetings/and other duties as assigned. The lack of Distance Education staff unless rectified in the near term may have a direct impact on the college's desire to offer online certificate/degrees by 2020 as described in the report filed by HLC after their site visit in 2016.

C. Communication

The Center for Distance Education in order to keep pace with the changing role of educational technologies has successfully partnered with the IT department to pursue a Zoom video conferencing license becoming the first investment outside of Blackboard in online education at the college in over eight years. Zoom can be used by administrators/professional staff/ faculty/ and student groups. It has an easy interface and is widely used in distance education classes/professional training/academic meetings/ etc. **Note:** the REQ/PO was approved and signed on July 30, 2018 and will go into effect on August 1, 2018.

D. Team Spirit

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

E. Budget Requirements

The Center for Distance Education requests permission to hire an additional staff member to be referred to as an Online Faculty / Student Support Specialist. The salary range would be within \$42K - \$55K based on experience. The Zoom video conferencing license (\$1800 per year/20 site licenses) would be covered by the IT budget. **Note:** This position was approved and funded during July 2018.

III. Future Projects

A. Enrollment

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

Improving the distance learning program at the college by providing adequate resources such as Blackboard, Quality Matters, Video Conferencing Software, with quality assured online course offerings may attract additional students including those seeking to finish out degrees but unable to do so with work/family commitments. Any discussion for improving the distance learning program will need to include academic programs/support staff as they play a key role for improving online student success at NNMC.

B. Student Success

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

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

C. Communication

Looking ahead three/five years how will communication technologies change the way individuals or organizations relate with their constituents? The Center for Distance Education suggests that future college communication strategies be included in the educational technologies task force. This would include the college's marketing department and additional college personal if needed

to recommend future communication strategies (for example the era of social media “Facebook” has ended) positioning the college in a more aggressive stance promoting its educational programs. In other words, “Why should I attend Northern?”

D. Team Spirit

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

Financial Aid Office

Interim Dean: Frank Orona

Director: Jacob Pacheco

I. Annual summary of activities

A. Enrollment

In FY 2018 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, New Mexico Student Incentive Grant federal/state Work Study, Federal Direct Loans, State Loan for Service and scholarship programs such as Tribal Scholarships, Northern's Bridge Scholarship, the New Mexico Lottery Scholarship and Northern's own Foundation Scholarship. In total, the FAO processed \$5,203,937 dollars in aid that students used for tuition and fees, books, and in many cases resulted in cash refunds that students used to help maintain their enrollment through the academic year.

The Financial Aid team supported enrollment efforts by: 1) participating in college wide calling campaigns to bolster registration activity and to reduce the number of students being disenrolled for non-payment. 2) Working to serve students with top notch customer service, fully understanding that the student experience with the financial aid process plays a significant role in many student's ability to enroll or persist through to the next term. 3) Conducting a robust community outreach program to bring awareness about federal and state financial aid programs and how to apply. Through outreach the FAO office conducted information sessions and FAFSA completion workshops at high schools within Northern's service area and on the Northern campus. In FY 18 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 in attending college. These outreach initiatives were part of the office's contribution to Co-curricular activity, and as such all activity was recorded and assessed.

B. Student Success

The FAO team recognizes that the success of students can be fragile, and therefore, the commitment to participate in their success is a continual commitment. At every possible opportunity, the FAO team works to compliment all student success efforts. FAO team members participated in New Student Orientations to provide first time students with information and support. In addition, something new that the FAO team did during the FY 18 year was to set up information tables in high flow student traffic areas within the College for a few days each term. The purpose of conducting this type of activity was to provide information to students in the most convenient way possible. The activity also allowed the FAO team members to engage with the students on their turf and helped to frame a better understanding of the student experience for staff members. Assessment of this activity through discussion, was that the FAO was able to

provide a lot of information to students that otherwise would not have occurred if it were not for this activity to have taken place.

The student loan Cohort Default Rate (CDR) continued to be a major point of focus in FY 18. Continued efforts to decrease the rate were maintained throughout the year. This included: face-to-face entrance counseling for every student loan borrower, which was in addition to the required online counseling. Though very time consuming and not very popular for convenience sake on the student's part, this face-to-face counseling is seen as crucial to help decline a student's future potential to default on a student loan. Another important component of the default aversion plan was to actively monitor delinquency reports and then attempt to contact the student in an effort to inform them about steps to avoid defaulting on their student loans.

These efforts continue to have a positive impact as seen in a consistent annual decline in the CDR rate. The official 2015 CDR to be released in September 2018 is expected to be 22.3%. That is nearly 2% down from the 2014 CDR and it is a 4% decrease from the all-time high rate of 26.3% reported in the 2012 CDR. Though the declines have been small they have been consistent and the FAO is excited to report that the future 2016 draft CDR is currently estimated to be 10.6%!

In FY18 the FAO office also continued its efforts to institutionalize the one-on-one FAFSA support previously provided by the EOC office. This has been a challenge considering that the staffing of the FAO has not changed and the work that was previously done by the EOC has been completely absorbed by the FAO.

C. Communication

The Director of Financial Aid participated in the Transforming Culture workshop with other managers at the College. This workshop created a clear sense that team spirit is something that would need to be intentional and continually worked on. For this reason, the FAO has instituted weekly staff meetings to encourage the sharing of information. In addition, the Director continually reminds team members of the importance of communicating with others; not to expect others to know what is needed without communication.

One of the communication campaigns that the FAO initiated in FY18 was the Year-Round-Pell campaign. This initiative began early in the academic year and the goal was to bring about awareness of the extra Pell Grant award for the 2018 summer term. The FAO also promoted the FAFSA workshops to the campus community. Both of these campaigns were conducted by using print media, e-mail and by taking advantage of the radio broadcast on QDCE radio.

D. Team Spirit

The FAO management has intentionally worked to incorporate the phrase "Team Spirit" into its daily lingo. Weekly staff meetings are held and are an effective means to encourage a regular stream of communication among co-workers that helps members to resolve issues, strategize work flow and helps to establish and maintain a clear sense of shared responsibility for the important work that must be accomplished. The staff as a whole has also become more

conscientious about acknowledging effort and team work and praising each other for those accomplishments.

The FAO staff also participated in the spring and fall New Mexico Association of Financial Aid Administrators (NMAASFAA) conferences. The participation in these trainings by the entire staff is an effective means of building team spirit

II) Challenges

A. Enrollment

The FAO recognizes that it plays a significant role in the enrollment process; the experience students have with the aid process can directly impact their decision to enroll or to continue to be enrolled at Northern New Mexico College. This being the case, it is always a priority to provide the best customer service possible to the students. The challenge the FAO faces with providing a high level of customer service is one of delineated responsibility. The amount of administrative work necessary to accomplish the primary goal of processing and packaging financial aid competes with the necessity to also provide student customer care.

B. Student Success

As much as the FAO plays a significant role in the enrollment process it also plays an equally substantial role in student success. The FAO works to help students overcome the financial barriers that contribute to students either dropping out of college or never attending college because of the financial barriers they face. The challenge that the FAO faces in being able to play a bigger role in student success is that of human resource. The FAO's ability to provide more one-on-one support to students that are struggling to find ways to afford their college costs or struggling academically as a result of losing their financial aid eligibility is a constant struggle. It boils down to the amount of administrative workload that each financial aid staff member holds and their ability to break away from that responsibility to participate in more activity that supports student success activities such as workshops and financial aid outreach.

C. Communication

There is a clear consensus among the FAO staff that there is a definite shortfall in communication across departments. The most egregious of issues is when communication is made, but no response is provided, sometimes even after several attempts. Poor communication skills at an individual level have a negative impact on the ability to work cohesively, efficiently, effectively, ultimately affects team spirit.

Among the FAO staff there is a clear consensus that there has been a decline in inter-departmental communication among the student service departments. Enrollment Management has taken a back seat and continues to be an area left unattended. This is not surprising though considering the workload and demands already placed on staff members that might effectively lead this important communication driver – Enrollment Management.

D. Team Spirit

If team spirit were charted for the FAO in FY 18 it would look something like this: The first quarter of the fiscal year was bright, with attitudes that reflected optimism for the future. The second quarter maintained the positive energy as the College saw enrollment gains and heard encouraging news from the President's office about the state of the College and the many promising initiatives that could benefit the College and community. In the third quarter, team spirit was still picking up speed, primarily due to the attention given to its importance by the "Transforming Culture" intervention plan and training led by the Braman Group International. Thereafter, the fourth quarter saw a substantial and marked decrease in moral. The primary reason for this was due to the loss of Banner technical support. The loss of dedicated Banner software support played a substantial role in effectively ending the fiscal year with deflated staff moral and a weakened sense of team spirit across not only in the FAO, but also across the Student Service Divisions. The impact of losing Banner support was in fact so considerable that it directly resulted in the announcement of a senior FAO staff member that they would be retiring early.

It can't be overlooked that in last year's (FY17) Provost Report, the issue of Banner technical support was one of the most major concerns put forth by the Financial Aid Office. The following is an excerpt from that report:

"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."

Personnel changes in the FAO will be one of the biggest challenges this year. The FAO has lost two very experienced financial aid professionals this summer and is slated to lose our most experienced staff member in December. Therefore, the FAO will be challenged in the way of hiring and training new staff members. This major transition will be a time for opportunity as well.

E. Budget Requirements

Finding a paperless solution is a carry-over from FY 16. As explained in last year's report, the Director of Financial Aid explored options that could potentially be a future solution to the FAO's ability work in a primarily paperless environment; moving away from the inefficiency of paper files and file rooms. The software options reviewed are: DocuSign™, Inceptia™, Campus Logic™, Ellucian's Document Manager™, and Ellucian's SoftDocs™. Of these products, the most promising is SoftDocs. The Banner add-on can be used by the entire College, but does not necessarily have to begin with across the board use. Instead the product could be initiated in one

department and then integrated into others as demand requires. The SoftDocs product would almost completely eliminate hardcopy data storage and bring the entire financial aid process into an electronic environment where student could complete documents online, submit them, and they would be stored electronically. This would streamline the FAO's ability to efficiently process individual student aid files and free up time to focus on student customer service strategies that support student enrollment and success initiatives.

Despite the exploration of these software options we have not nailed down an exact price tag to plan on budgeting. However, based on preliminary estimates we are looking at an annual recurring cost of approximately \$10,000 to incorporate a product such a SoftDocs.

III) Future Projects

A. Enrollment

The FAO will continue to participate in initiatives that support student enrollment and retention. Leadership will keep abreast of opportunities for the FAO to provide support at recruitment initiatives such as career fairs, high school events, and community engagements where financial aid information can play a role in fostering the recruitment and enrollment process for students. Activities directed at informing the students in our surrounding communities and schools about accessing student aid programs will continue to be a priority. It will also be a challenge because the majority of the FAO staff will be new recruits in FY18.

B. Student Success

The FAO will also continue to play an important role and be proactive in its contribution to the success of Northern's students. Co-curricular activity and assessing learning outcomes will play a larger role in the FAO's strategies to improve its customer service with the primary goal being to help improve student success.

C. Communication

FAO leadership will continually promote the importance of clear communication among the staff members, between departments, and to the students. To meet this goal the FAO will continue to have weekly staff meetings that contribute greatly to the flow of information needed to work efficiently and effectively. These meetings are also about connecting as co-workers to facilitate the quality of the relationships between staff members. In addition, spring boarding from FY17 goals, the FAO has incorporated important student communications into an activity calendar, so that communications to students are consistent. Communications to students are most will most often also be sent to the wider broadcast campus community can be aware financial aid issues.

The web is the primary tool used to meet both consumer information requirements and at the same time provide information about the financial aid process. With so much information on the web the FAO staff recognizes that the webpage can be overwhelming. For this reason the department will continue to work on its web content so that it is easier to navigate. One way that this can be accomplished is by using drop down menus and other such tools.

D. Team Spirit

The FAO will continue to add to team spirit initiatives among the department and across departments. The goal is to be supportive of each other and to other departments through action. When called upon for support, the FAO team will be responsive and engaged in activity to promote comradery.

Grants Department

Grant Manager: Cheryl James

I. Annual summary of activities

A. Student Success

The success of Northern's students is a major driver for faculty seeking federal and state funding. Indeed, over 90% of all grants submitted during FY18 included specific programmatic objectives for 1) increased enrollment rates, 2) increased student retention rates, and 3) direct student support in the form of scholarships/internships/stipends to aid our students on their higher education journeys. During the application preparation process, the grants department works closely with the director of institutional research to ensure that all grant applications include the most recent data regarding our student body to demonstrate need for all applications. The department also researches and provides detailed statistics that demonstrate the unique challenges our students face. In this way, every proposal supports the needs not only of the institution but the students we serve.

B. Communication

The grants office is dedicated to improving communication and technical support to both Northern's faculty and business office to ensure compliance to all Federal and State funding requirements. During FY18, the grants office provided a two-part Uniform Guidance training via Blackboard to over 50 faculty/staff, as well as the first of three mandatory trainings on the New Mexico Per Diem and Mileage Act and regulations affecting institutional travel.

The grants office assisted faculty in identifying and vetting numerous Federal, State, and private foundation funding opportunities during FY18 and submitted 19 applications for funding from both State and Federal sources. Email notifications of funding opportunities were sent out, at a minimum, on a monthly basis to Northern's Deans, Chairs, and current Principal Investigators. To improve tracking of grant applications, and a structured vetting process prior to grant writing efforts, the grants office implemented an 'Intent to Apply' form, as well as a 'Grant RFP Review' form. The grants team also participated in multiple community stakeholder meetings to discuss strategies for collaboration for both current and future funding opportunities. The team also participated in site visits from both the State HED and PED offices, as well as post audit review conference phone calls with the Department of Education. A great deal of work has been done to establish renewed trust with these entities as the College works through difficulties highlighted in its last two single audits and forensic audit.

Of special note is the communication with Federal grant managers and post-audit reviewer for the Title III and NOYCE awards. The communication with the NOYCE grant manager resulted in clarification of the college's liability for students who had not successfully completed the program, permission to draw down ~\$78K in allowable costs that the college had wrongly assumed would not be allowable due to student liability, and successful closeout of the award. The communication with the Title III grant program officers and post audit reviewer resulted funds being unfrozen, reimbursement of ~\$225K in allowable costs that the college had written

off, a successful closeout of the award, and re-established eligibility for a pending Title V award (anticipated notification in August 2018).

C. Team Spirit

The grants office will continue to provide encouragement to faculty and staff as they navigate federal and state grant requirements and competitive grant application processes. We are also dedicated to sharing and celebrating successes small and large with our coworkers. An example of this is the Title III and Noyce grant successes listed above where team members were explicitly thanked for their efforts to bring about the successful results.

II. Challenges

A. Communication

The biggest barrier in communication this year was the implementation of multiple changes in college procedures, as the grants office responded under guidance from the VP of Administration and Finance to major deficiencies in budgetary approvals, procurement practices, and travel reimbursement practices that had resulted in audit findings in FY16, FY17, and the resulting forensic audit. The changes created feelings of frustration and anxiety for both staff and faculty working through the new processes. The biggest change for all of these items were requests by the grants office for additional justifications and documentation. Maintaining a new levels of accountability has also taken its toll on the grants office staff who have had to defend the new policies and procedures, as well as enforce the changes. Specifically, the grant manager during this time was given the title of 'grant compliance officer', which gave additional clarification of her role, but also resulted in visceral resistance that has been difficult to navigate. Though not always successful, the grants office will continue to work toward improving and easing difficult discussions and working toward mutually beneficial conflict resolution.

The second biggest barrier to communication this year for the grants office was the communication with the past grants administrative staff, via the rebuilding of grant files, an activity that continues today. When the grants manager started in October 2017, hard files for the grants were scant and electronic files were nonexistent. There were also no grant management tools from prior grant managers available and tools had to be created from scratch to accommodate compliance requirements and best practice protocols for oversight; this activity continues today. With the assistance of the grant writer, the office systematically starting rebuilding both hard copy and electronic files on the college server. This work was essential for compliance determinations. A special thank you also goes out the grants accountant whose records helped to fill critical gaps.

B. Team Spirit

As noted above, implementing mandated changes has not been an easy task and definitely has affect team spirit. Staff and faculty that felt they were doing a good job were taken aback by requests for more documentation and justification for purchase and travel reimbursement requests. Changes that were implemented via 'blasts' from the administration mandating change also affected the grants offices, as we were on the front line of implementing and

enforcing those changes. Moving forward, I think it is very important to provide face-to-face open meetings to address the changes and the concerns they have brought about for both faculty and staff.

C. Budget Requirements

The biggest challenge during FY18 was that there was not budget allocated to the grants office to support the costs associated with maintaining required grant documentation and other basic office needs. Documentation requirements also include a great deal of general filing, data entry, and tracking that are lower administrative function that inhibit the grants manager's ability to dive deeper into higher level tasks such as grant budget analysis, policy development/revision, and development of training materials. It would be extremely helpful to have a part-time staff person to assist the office with general tasks. Unfortunately, looking forward documentation requirements are expected to increase as we work toward a best practices model of grants administration and implementation of analysis tools will take time. Travel to other State institutions of higher education will become very important in FY19 in developing best practice models for Northern.

III. Future Projects

A. Student Success

The grants office will continue to encourage faculty and staff in their efforts to both increase enrollment and student retention via successful grant proposals and cooperative efforts with community stakeholders.

B. Communication

The grants office will continue to develop and provide specific trainings aimed at increasing compliance of Federal, State, and private foundation grant requirements and special conditions. In addition, the grants manager will be conducting a formal review of current institutional policies in first half of FY19 and making recommendations for revisions according to the Federal Uniform Guidance 2 CRF 200. The utilization of new grant tracking and analysis tools will also increase the sharing of valuable insights with grant principal investigators and program directors. The grants office also anticipated participating in business office trainings specific to the needs of the various colleges' and departments' administrative assistants.

C. Team Spirit

Through increased positive communication efforts, it is the hope of the grants office that a sense of mutual responsibility will be developed and that this will help to fortify institutional team spirit.

Institutional Research

Director: Carmella Sanchez

I) Annual summary of activities

A. Enrollment

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

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

B. Student Success

During FY18 the Office of Institutional Research has provided data and statistical analysis to supports grant reporting. Student success initiatives are supported by the performance reporting.

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

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

- Fall Collection: includes the Institutional Characteristics, Completions, and 12-month Enrollment components.
- Winter Collection: includes the Human Resources component.

- Spring Collection: includes the Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates components.

C. Communication

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

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

The Office of IR worked with the Higher Learning Commission:

- Meeting the Interim Report deadline: The IR office along with the Financial Aid Office and the Provost, successfully prepared and submitted the Interim Report to the HLC on December 1, 2017
- HLC was notified of all new and suspended programs

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

- National Student Clearinghouse Student Data Tracker
- Banner Dashboard Data iCasa
- Graduation Rates for Remedial Students Study
- Final Grades Study
- Tuition Promise Report
- Athletics Report
- Enrollment reports by program

D. Team Spirit

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

- Team Spirit Survey
- Staff and Faculty of the Year Survey

Assessment

A. Student Success:

- Worked with two committees to continue strengthening the [Curricular Assessment](#) and the [Co-Curricular Assessment](#) programs.
- Created new college-wide curriculum map that included the General Education Courses, Higher Education Skills, and the NNMC College-wide Student Learning Outcomes.
- Updated the curriculum map with the current 808 courses listed in the catalog.

B. Communication:

- Wrote the Co-curricular and Curricular section of the HLC Interim Report.
- Updated and maintained the NNMC Assessment Webpages with online forms, resources, meeting agendas and meeting minutes.
- Supported all staff with co-curricular assessment plans and surveys. Inventoried 73 co-curricular activities, 17 assessment plans and 8 assessment reports in 2018.
- Collaborated with the Student Life and Activities Committee (SLAC) to develop a Student Life survey (n=163+ student responses). As a result co-curricular activities will focus on Career & Lifelong Learning and Cultivating Culture & Identity.
- Updated and submitted Employer survey and Collaborative Partner surveys. Collected additional feedback gathered in person, on the phone, and via email.
- Working on new CLASs Committee, and the courses that will be formally assessed.
- Created, administered and analyzed the Human Resources Survey for faculty and staff.

C. Team Spirit:

- The committees budgeted, planned, hosted, and facilitated an annual Assessment Day on February 16, 2018 and a Co-curricular Retreat on July 20, 2018. There were 30 faculty and staff who attended the Assessment Day and 26+ faculty and staff who attended the Co-curricular Retreat.
- Provided assessment training for new faculty throughout the academic year.
- Provided HPER Faculty Syllabus Training to use the NNMC Syllabus Template and created an assessment that measures Communication on June 1, 2018.

II. Challenges

All challenges are in the area of communication.

A. Communication

The IR Office faces the challenge of the Banner Administrator vacancy. This position was able to support the IR office in many capacities including ACCESS training, data verification and work load overflow. The IR Office oversees HLC accreditation obligations. The office would like to participate in one if not both of the 2019 HLC and 2020 HLC conferences.

The Assessment Coordinator has been challenged with 2 roles at NNMC. This individual will serve Student Advisement 40% and Assessment 60%. The two supervisors have created an annual time schedule and a second office has been provided.

III. Future Projects

Future projects at this time are aimed at preparing the communication document to the HLC (due in 23 months).

A. Communication

In June 2020, Northern New Mexico College (NNMC) will undergo our Year 4 Assurance Review, under the Higher Learning Commission’s (HLC) Open Pathway for re-accreditation. Northern started the Open Pathway process the comprehensive visit and re-accreditation in 2016. The Open Pathway for Reaffirmation of Accreditation process includes both *improvement* and *assurance* components, over a 10-year cycle. The process involves:

- *Regular Monitoring* through submission of annual Institutional Updates
- *Year 4: Assurance Review* is an online submission of a 35,000-word argument with supporting evidence to demonstrate the institution meets the accreditation criteria
- *Years 5-9: Quality Initiative*, a multi-year improvement project of our choosing
- *Year 10: Comprehensive Evaluation* an assurance review, federal compliance review, and on-site visit

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

A 10-member accreditation committee led by the Office of Institutional Research will draft the *Assurance Argument* and compile the *Evidence File*. This work depends on support and contributions from numerous members of the college community. In particular, we will be engaging staff and faculty members in the development of the *Assurance Argument* and collection of documentation for the *Evidence File*. Members of the college community will be asked to review the draft *Assurance Filing* and provide feedback.

The recommended ten (10) member accreditation committee is based on expertise and prior participation and knowledge of HLC accreditation and other program accreditation processes.

Five criteria for re-accreditation	Recommendation
Mission	Ivan Lopez and Lori Franklin
Integrity: Ethical and Responsible Conduct	Frank Orona and Jacob Pacheco
Teaching and Learning: Quality, Resources, and Support	Lisa Wilson and Ken Dvorak
Teaching and Learning: Evaluation and Improvement	Ellen Trabka and Tamara Trujillo
Resources, Planning, and Institutional Effectiveness	Jimi Montoya and Carmella Sanchez

The estimated timeline for the entire project spans from Summer 2018 to the Summer of 2020.

TIMELINE	SU 18	FA 18	SP 19	SU 19	FA 19	SP 20	SU 20
ID accreditation committee; HLC criteria & process	X						

Initial review of Northern's compliance with criteria	X	X					
Identify areas to explore in 2018-19		X					
Begin collecting evidence for <i>Evidence File</i>		X	X				
Develop communication plan			X				
Outline/draft <i>Assurance Argument</i>			X	X			
Initiate evidence collection				X	X		
Draft/revise <i>Assurance Argument</i>				X	X	X	
Announcements and updates to college community	X	X	X	X	X	X	
Gather feedback on draft					X	X	
Finalize narrative and evidence files						X	
Internal review of <i>Assurance File</i>						X	
Institutional discussions on <i>Quality Initiative (QI)</i>						X	X
<i>Assurance Argument due June 2020</i>							X
Review/follow-up regarding panel feedback							X
Develop and implement QI proposal process							X

Library

Director: Amy Ortiz

I. Annual summary of activities

A. Enrollment

The library became a central hub on campus for hosting activities such as film screenings and lectures. We collaborated with The Office of Equity and Diversity, Student Life, and community organizations such as Tewa Women United on many activities such as the Fiestas Community Engagement Series co-sponsored by NNMC Office of Equity and Diversity and the Northern Rio Grande National Heritage Area Center. Student Life hosted their annual “surviving finals” activities in the library café. We also hosted an educational event that spoke to the dangers of the Chromium Plume, which is currently at the border between Los Alamos National Laboratories and San Idelfonso Pueblo. This event was hosted by Tewa Women United. By opening up the library to the community for these types of events, a bridge is created between the college and community. Welcoming the community onto the campus may contribute to increased enrollment, once the community discovers what amazing physical and human resources are available at NNMC.

B. Student Success

In collaboration with Student Life, the library offered “Surviving Midterms” and “Surviving Finals” activities at the library. The hope is to support students during these stressful times by offering extended library hours for studying and snacks in the library café as nourishment and a bit of a morale booster. The Library Director conducted 27 library orientation sessions between August 2017 and July 2018, reaching approximately 324 students. Library Orientations expose NNMC students to the many information resources available to them physically and electronically at NNMC Library. These resources are intended to aid student success by developing information literacy skills.

C. Communication

The library collaborated with IT to create digital signage out of the televisions that are mounted throughout the campus (2 in the library, 1 in the rotunda, 1 near the café, 1 in the gym). The use of a Roku with an image app allows information to be displayed attractively on the screens. The app is controlled centrally through a shared Gmail account. Eagle Techs are in charge of updating and refreshing the digital signs each day. Templates were created for basic information such as the daily lunch special, Board of Regents Meetings, Student Senate Meetings, Student Life activities, Academic Calendar deadlines, Bookstore deadlines, athletic schedules, and various other campus events. Eagle Techs will use these templates and then refresh the app on each TV to pick up the new information. This is an effective way to communicate with our campus. It would be best to move the televisions down to eye-level so that communication efforts are more effective. It’s a more modern and attractive approach than a bulletin board or flyers thrown about campus.

D. Team Spirit

The library staff began to have weekly meetings. This was especially helpful for the Library Weekend Clerk who needs updates on weekly happenings since she only works Friday evenings, Saturdays and Sundays. These weekly meetings became an opportunity to voice our concerns and collaborate on ways to address these concerns. For example, we were able to collectively create a new training system for library work studies. We recognized that gaps existed in their work knowledge and we wanted a more efficient way to train the students that serve as the frontline of customer service at the library. We developed a procedure and split the training into 4 sections. Each library staff member is assigned a training section to go over with the work study. This has been a successful onboarding process, which makes all of the employees at the library feel more integrated into a team dynamic.

Additionally, the formation and charter of a brand new student club called Friends of the Library has proven a successful strategy for fostering team spirit. Library staff, work studies, and students who just have an interest in the library have joined the club and found a place for camaraderie where they work together toward a common goal. The Friends of the Library Club hosted bi-weekly meetings and several fundraisers throughout the spring 2018 semester. The club was able to raise enough money to purchase a charging station that all students will be able to use in the lobby at NNM Library.

II. Challenges

A. Enrollment

The library will need to continue to find collaborations with other departments to attract students to NNM. Making the library a friendly and inviting space that is also conducive to teaching and learning can be challenging. Some students want quiet study space, while others want to do group work, while others are using the space as a student lounge/ social hangout due to lack of a Student Union or Student Life space. Library staff will need to use space creatively to accommodate students, faculty, staff and community in order to make this space a beacon of interest that can potentially drive enrollment. Additionally, as enrollment grows our collection and access to electronic resources will need to grow and change along with the needs of students and faculty.

B. Student Success

Space at the library is a challenge for student success. The building is beautiful but was designed in a way that does not accommodate quiet study space separated from group study space. There is also a need for a second classroom-type space that is NOT a computer lab. Instructors often bring their classes to the library to use our resources and technology and there have been several occasions where a request was denied because the Library Computer Lab was already booked. Often instructors would like to show a film or do a PowerPoint presentation without having computers in front of each student. The ability to accommodate these kinds of requests would foster student success as instructors would have more options and availability to teach using their preferred method in an easily accessible and accommodating environment. It is also imperative to grow resources for the College of Engineering since their accreditation is coming up within the next year. Working closely with the Dean of the College of Engineering will help to

ensure that the library is purchasing relevant and cost effective resources for engineering students. However, this will be challenging since engineering databases, journals, and books are often quite expensive.

C. Communication

The biggest challenge with communication at the library is where the library link is located on NNMC's website. It is nested at the bottom of the Academics pull-down menu. It is not intuitive for patrons to navigate to the library's website in its current location. The library's website is a dynamic source of information where everything that is happening at the library is communicated and search tools for all library resources are provided. It would be ideal for the library to have a more prominent link on NNMC's homepage. Most schools feature their library prominently on their website. Another communication challenge at the library is the lack of an intercom system. When closing is announced, the building is so large that it becomes difficult to communicate this in a professional and courteous manner to all patrons. It would also be ideal to have security on a schedule where they help library staff clear and secure the building at closing time. This request has been communicated with Security several times, but the guards always seem to forget or get too busy to accommodate this request. The final communication challenge at the library is the lack of interdepartmental meetings. The library staff holds weekly meetings, but Distance Education, Eagle Tech Support, IT, and the TV Studio also hold space within the library. Perhaps a monthly meeting between these departments to discuss issues that affect everyone would prove beneficial. It would also be helpful to have scheduled meetings with Facilities and Security staff to discuss building and security needs.

D. Team Spirit

The library does well by collaborating with other areas such as The Office of Equity and Diversity and Student Life. However, internally team spirit could be improved by working on interpersonal work relationships amongst library staff. NNMC is very generous with the amount of sick and vacation leave they give to their employees, but when running on a slim crew it becomes very difficult to accommodate sick, vacation or personal leave without requiring another team member to pick up the slack. During the semester, the library is open 13 hours per day, Monday-Friday and 5 hours per day on Saturday and Sunday. Building a culture of understanding and consideration would alleviate some of the rifts that occur amongst the library team when staff take sick, vacation, or personal leave.

E. Budget Request

While half of the library building is fairly new (only five years old), the other half of the building is aging and will require some maintenance and updates. There is a double paned window on the west side of the building on the 1st floor where the space is often used for reading/ lecture events that has suffered water damage. This window should be replaced. There are several leaks on the east side of the building that are causing physical damage to the ceiling and walls. Andy Romero had a roofing company do some repairs last year, but the cosmetic damage still exists. It would be most beneficial to turn the far west wing into a tutoring center, which may require some building modification. It would also be in the best interest of library users to have a 2nd classroom/ group meeting space, which would work well in the TV Studio that is currently occupied by David

Lindblom. Furniture and technology would need to be purchased for the new classroom space. There are 2 offices that will require cabinets to be removed and fresh paint in addition to furniture and technology for the new Distance Education Assistant position and the Instructional Designer position.

III. Future Projects

A. Enrollment

The library will strive to be a leader in technology and innovation. This will serve as a major talking point during recruitment. Library staff will undergo team building exercises and customer service training to recognize that every single person that walks through the library doors is a potential student.

B. Student Success

The library will become a centralized location for tutoring on campus. This will help students recognize that NNMC is catering to student needs by consolidating resources into one main area that is welcoming, accommodating, and easily accessible. The library will strive to create spaces that are ideal for quiet study as well as spaces where groups can share ideas without getting shushed. The library will use space and furniture strategically to encourage all types of learning within the walls of the library. The library and Distance Education will continue to collaborate on projects that make the distance education experience easy and natural.

C. Communication

The library will build a suite of online content that will be available to students, faculty and the public through the library's website so that everyone knows how to access resources whether they have taken a library orientation or not. Advice will be solicited from students on how to make the library's website more intuitive and easier to navigate. The library will continue to work with IT to hopefully add more digital signs throughout campus and possibly create an intranet rather than keeping internal documents on our website that should be ideally tailored to external visitors. The library will partner with Student Life and Eagle Tech Support to run a campaign during the first 2 weeks of the fall 2018 semester. The campaign will challenge students to visit the Eagle Tech Support Desk at the library and show an Eagle Tech that they have connected their Northern Email to their Gmail app on their smartphone. In exchange, the student will receive a 2018 Welcome Back t-shirt. This campaign is meant to increase our ability to communicate with students in the medium they feel most comfortable with, which is on their cell phones.

D. Team Spirit

The library will explore ways to re-open the coffee shop that is located inside the library building. This will provide a relaxed social environment that will create a sense of community that is common in coffee shops. The library hopes to accomplish this through the student club, Friends of the Library, which will also create a sense of team spirit amongst club members. The space will also be open to other student clubs, which will hopefully promote a more vibrant sense of campus life. The library will work with the Northern New Mexico Normal School Alumni Association to create the beginnings of an Institutional Archive where visitors can view

memorabilia such as yearbooks, videos, and newsletters. This collaboration will create a strong tie between the Alumni group and NNMC, which will foster a stronger sense of historical appreciation for NNMC.

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

I. Annual summary of activities

A. Enrollment

-Achievements ----The office of the registrar has successfully implemented Transcripts Plus electronic transcript 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 verifications, through the secure electronic transcript provider. During the interim Registrar being the only professional staff during the second half of 2017, the old transcript processing system (Transcripts on demand) was reaching its "end of life" as an information system. In this implementation there were several requirements from the registrar's office that needed to be completed in order for the vendor to complete full implementation. After implementation was complete the office of the registrar needed to complete the quality assurance aspect. During the quality assurance phase, the office of the registrar (Registrar and student worker) provided several test cases which included test students that required a student to request a transcript through the new link, make a payment, then actually sign authorizing as part of the FERPA release through the transcript company. Within this registrar's office, staff also elected for students to sign digitally in order to authenticate that they are allowing NNMC the institution to release their transcripts electronically via a secure document.

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

Now in the fall beginning in August 2018 ,the office of the registrar is working together with IT/MIS (Information technology/ Management Information systems) in order to outsource our scribing (programming) of the latest catalog 2016-2018 for NNMC. This should help and benefit the majority of the student population that has entered, and declared the latest catalog as degree seeking students. Once scribing is completed to the latest catalog, the institution can provide students a self-sufficient tool to register, stay on track to graduate, and work with their advisors more effectively and efficiently. Below is a timeline for (Ellucian) the technology vendor to provide the scope of work breakdown to collaborate with the registrar's office in the upcoming scribing service contract and trainings.

Northern New Mexico College,NM,Degree Works Upgrade, Scribing,2018

Role	Delivery	Task	Hours	Week	Consultant
DW Scribe	Remote	Prep Call	1	7/23/2018	Jean Summers
DW Scribe	Remote	Scribe Services week 1	39	8/13/2018	Jean Summers
DW Scribe	Remote	Scribe Services week 2	20	8/27/2018	Jean Summers
DW Scribe	Remote	Scribe Services week 3	20	9/3/2018	Jean Summers
DW Scribe	Onsite	Post-Implementation Functional Consulting	40	9/17/2018	Jean Summers

B. Student Success and Team Spirit

June 19th, 2018 the office of the registrar finally was able to offer and hire an associate registrar. This was a long time coming and the beginning of relief for the registrar to strategize, and begin catching up on work that was not able to be completed. Since there was only one professional staff operating the office of the registrar for over 11 months from August 2018 to mid-June 2018 several obligations within the office got avoided. From the challenge section, transfer evaluations were back logged and need to be evaluated and maintained for upcoming future terms. With additional help, this is underway and will be a practice that will be completed in the office for students in a more efficient and timely manner.

II. Challenges

A. Enrollment and Student Success

One of the main major challenges that the office of the registrar has faced from the FY 18 was the backlog of transfer evaluations that is funneled from the admissions process, to the office of the registrar for evaluation depending on the term a student is applying for. Since the office was staffed with only one professional staff until mid-June 2018, student academic folders (official transcripts from other institutions) had accumulated within the past year only getting transferred on an on need basis for registration and financial aid purposes. This has been a major challenge with everything else going on, including course scheduling and other daily functions required from the office.

B. Communication

Currently our department faces the challenge of being understaffed. This is an update for FY 18. With major projects coming under way (common course numbering, degree works) an administrative assistant is needed desperately to help operate the office for every day functions and customer service. Student workers are great assets however, when a full terms begin for these degree seeking students the office only has these workers on a limited hour basis depending on how much commitment each student can allocate towards their studies. Student workers are taking 12 credit hours or more (full time) in order to work towards a reasonable timeframe to graduate and with financial aid regulations they are limited to working 20 hours or less depending on their aid eligibility and college course schedule. It would be essential especially for the upcoming common course numbering project, to have an administrative assistant. This will allow the registrar and associate registrar to focus since they will both be consumed with the implementation and setup for all these courses not only in banner 9 database, but the NNMC college catalog, course scheduling, degree works, and working with other institutions in the state including HED, to finalize and go live with this new information by Fall 2019. Overall this will

provide the support needed for the college and for the institution and office of the registrar's future ongoing mission, goals, and strategic plan.

D. Team Spirit

There is a team of colleagues within the college that are assisting and participating in the preparation of reviving our degree auditing system (degree works) in order to provide students the resource for student success. As a team, there are various skilled individuals from advisement, IT, Library, and registrars that are contributing their expertise to make this a successful plan of action.

E. Budget Requirements

The budget need for an administrative assistant salary can be anywhere from \$25,000 to \$30,000 based on human resource determination.

III. Future Projects

A. Enrollment

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

B. Student Success

The other very near future project that needs to be done is required by all college 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 going to be a huge project statewide. For this institution (NNMC) old courses or courses from the previous and current catalog have to be sunset (inactivate) courses in our banner catalog database. This will require as much power users in banner from the office of the registrars shop to meet the deadline and be prepared to roll out Spring 2020 course schedule.

The common course numbering initiative has been established in order to better fit transfer evaluation and articulation between these courses at every institution especially in the state of NM. By next academic year all New Mexico colleges and universities are required to move to common course numbering that will help all students that are transfer students across institutions. This will assist all records and admissions offices the ability to simplify the transfer evaluation process with courses that will articulate seamlessly within each institution a college student is attending. The legwork of updating our higher education BI (Business intelligence) system will require to create all courses from scratch with new "common course" numbering that is approved by NM higher education department. This is almost finalized and soon to be approved by the committee. The target date is Fall 2019 for all curriculum to be approved, created, implemented, and rolled out for new scheduling at each institution with the new course numbers and titles. This will be a very intense and laboring project for the office of the registrar and with the effort that they will be committing, will indeed require additional assistance in order

for the office to maintain operations and provide customer service to the student population along with all faculty and staff that rely on their service. Such a position as an administrative assistance would be beneficial not only for this important project , but also moving forward since other aspects such as the degree auditing system will be up and running and require the office to provide customer service again to students, faculty, and staff to utilize.

Another near future goal is to completely move to NSCH (National Student Clearinghouse) e-transcripts and minimize costs for the electronic transcripts service. Currently the office of the registrar at NNMC are using Transcripts plus in order to fulfill student electronic requests at this time. This total cost to the institution a flat fee. A particular challenge that the office may face is the overall implementation. There is no current banner system administrator which is a key individual in order to assist in the configuration of the implementation of NSCH e-transcripts. The has pushed back the project from the target scope and since banner 9 has been a priority is critical to the institution, this will continue to be delayed until these issues and resources are established and dedicated forthcoming.

Student Life

Interim Dean: Frank Orona

Coordinator: Richard Sedillo

I. Annual Summary of Activities

A. Enrollment

Activities sponsored and/or hosted by the Student Life Activities Committee include the “Water is Life,” Water Drive for victims of hurricanes in Florida, Transportation for students to Ohkay Owingeh Harvest Dance, Two Pancake Breakfast (Spring 2018 Welcome Back), Basketball Season Tailgate Party, New Student Orientation BBQ with cakes, Fall 2017 Welcome Back BBQ, End of Spring 2018 Semester BBQ, Welcome Back Week (Provided snacks to students), Intramural Volleyball League and Purchased T-Shirts for the players, Culture Day BBQ and Giveaway of Culture Day T-Shirts, Super Bowl Party, Midterms and Finals Week Exam Cram Snacks, BBQ for EXPO 2018, cakes for Nursing Pinning, Summer 2018 Welcome Back Snacks, Transportation to UNM and NMSU Basketball Games, Ping Pong Tournament, cakes for ASNMC Halloween Event, Native American Heritage Month Celebration, and various events in collaboration with the Office of Equity and Diversity including: Showing of the Black Panther, Luminarias for Puerto Rico, and Rebecca Roanhorse Reading. These events are open to all faculty, staff, and students to attend.

B. Student Success

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

C. Team Spirit

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

II. Challenges

A. Enrollment

One challenge was getting ASNMC members to attend meetings. Student Life hosted a Summer ASNMC Orientation to prepare and guide students for their upcoming roles. A formal Inauguration will also take place during Welcome Back Week.

B. Communication

Being that Student Life often decides to host events in the spur of the moment, it was difficult to meet the 30 day facility rental request. Student Life plans to address this by creating a calendar of events at the beginning of the semester, in preparation for the school year.

D. Team Spirit

Intramural Sports- Due to the lack of court availability, from 7-9 pm, Student Life was unable to sponsor intramural sports. Student Life will continue to work with athletics to reserve the court during the Fall and Spring Basketball Season.

E. Budget

An increase to the budget of \$15,000.00 would allow the Student Life Activities Committee to bring more events to Northern including: speakers, various entertainment acts and educational trips.

III. Future Projects

A. Enrollment

Student Life would like to encourage staff and students to attend home games by advertising free admission

B. Student Success

Student Life will work with ASNMC to provide skill building workshops for students.

C. Team Spirit

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

SPECIAL EDUCATIONAL PROGRAMS

Adult Education Program

Director: Lyz Abeyta

I. Annual Summary of Activities

In 2017-2018, the Adult Education Program participated in a state-wide C3 Initiative provided by the Higher Education Department. It is a three-year project that requires serious commitment and dedication by all staff and faculty. The Adult Education Program presented its first-year capstone to the Higher Education Department in June 2018 and received positive reviews. Despite the demands of the Adult Education Program to participate in this project, 2017-2018 performance indicators demonstrate an increase in all areas of measure.

HED Site Visit – The Higher Education Department (HED) completed an on-site visit to the Adult Education Program on Thursday, 7/12/18. The site visit was not intended to be an audit, but rather a visit to identify other areas for improvement that were not included in the C3 Initiative. While the program has not yet received the official recommendations from HED, informal communication indicates there are no major concerns. The Adult Education Program expects that the number one recommendation will be for NNMC to eliminate the requirement for students to have a High School Equivalency credential before they can enroll in college-level courses. If approved by the NNMC Board of Regents, this change would provide equity to all students; similar to high school students earning dual credit while still in high school.

Administrative – The Adult Education Program uses TABE 11/12 to uniformly administer testing to all students. Test results are used to place students in appropriate level classes. The Adult Education Program continues to work with students who are challenged to complete the program. We offer tutoring and advising on an ongoing basis, and we offer referrals to outside agencies for students with severe barriers and challenges. Class sessions have been changed to last six weeks, with the final week dedicated to one-on-one sessions with every student. In addition, the program enforces managed enrollment and requires all students to complete Career Readiness classes before they can graduate. The Adult Education Program graduated 32 students in the program year 2017-2018 and exceeded performance measures, as evaluated by the Higher Education Department.

Community Outreach – The Adult Education Program, as required by the Workforce Innovation and Opportunity Act (WIOA), began to establish partnerships with outside agencies and community organizations this past year. Collaborative efforts have resulted in several partnerships, beginning with the Northern Area Local Workforce Development Board (NALWDB), who oversees that Title II programs are WIOA compliant. NNMC has signed a Memo of Understanding (MOU) with the NALWDB.

Other partnerships include: New Mexico Department of Workforce Connections (NMDWC), McCurdy Ministries Community Center (MMCC), Taos Education and Career Center (TECC), New Mexico Distance Education and Learning Technologies (NMDELTA), and the Rio Arriba Adult Literacy Program (RAALP). The Adult Education Program is in the process of developing a partnership with McDonald's franchise owners to provide ESL classes to their employees.

In 2018-2019, the Adult Education Program will establish partnerships with WIOA agencies in the northern region who provide WIOA services to adult education programs. The Adult Education Program will also partner with the New Moon Lodge to provide online instruction to individuals who cannot attend adult education classes here at Northern. If time permits and funding can be acquired, the Adult Education Program would also like to fulfill a community need to deliver distance education to Dulce Schools.

II. Challenges

The Adult Education Program faces two challenges that will continue into the academic year 2018-2019.

Space Restriction – The Adult Education Program needs more office space and storage space. The space restriction has forced the program to house all staff in one office without cubicles or enclosed offices. A larger space would enable instructors to meet with students during one-on-one sessions in a manner that would provide privacy. In addition, students do not have private space during enrollment to discuss their personal barriers, such as disabilities. The implications for not having privacy is to risk a FERPA violation.

Financial Resources - The Adult Education Program commits every dollar from the Federal Budget to hiring four instructors to teach Math/Science, English/Social Studies, ESL II and Career Readiness classes. With a flat and restricted budget, it is not possible for the program to hire four individuals with higher degrees because the budget cannot handle paying the demand for higher salaries and fringe benefits. The Adult Education Program currently has two instructors with higher degrees and two student instructors. Every effort is made to hire the most qualified students to teach classes for the program.

III. Future Projects

In 2018-2019, the Adult Education Program will continue to focus its energy on:

- Participation in the C3 Initiative (Year 2)
- Collaboration with Guadalupe Credit Union on Hi-SET reimbursements
- Other Collaborations and Partnerships, as required by WIOA.

College Assistance Migrant Program

Director: Stephanie Vigil-Roybal

I. Annual summary of activities

The NNMC CAMP is housed within the Office of the Provost and Vice-President for Academic Affairs along with nine other offices and five colleges. CAMP receives full support from NNMC leadership team and was funded for a five-year grant at Northern in 2016. The project just completed its second year of funding with bilingual outreach, and identification of fifty qualifying candidates; 30 selected to serve. CAMP provides individualized Student Support Services with 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. The project design incorporates the needs of the local community by providing for financial assistance to the most needy, intrusive advisement, Peer mentoring by CAMP Leaders, faculty & staff mentoring, educational advising, and family inclusion. This is a holistic approach to service delivery than seems beneficial to students as a Non-cognitive support services: NSO-New Student Orientation, FYE (first year experience course)/Learning Community; Cultural and Community Building Events; Team building activities, CAMP Leaders (Peer Mentoring); Mental Health Counseling referrals; Career Planning/Advising. In Addition, CAMP incorporate a wonderful Family/Parent Track; Family Engagement in Extracurricular Activities complimenting "A Sense of Belonging" the research component of the Grant. Also CAMP provides Comprehensive Financial Support; Tuition/Fees/Books/Supplies; Participation Stipends, continuation services; Internships and Career Placement. In 2016-17 the Government Performance Results ACT results for continuing in college after completion of first year studies was 100% for the project. The project also reports that over 90% of faculty submit progress reports for students in college courses. Faculty/Staff mentoring initiative project has a 85%-90% success rate of students who've been mentored have continued their 2nd thru 4th year here at Northern New Mexico College.

II. Challenges

A. Enrollment

CAMP Enrollment and Retention is at a record high, currently holding a waiting list of students interested in CAMP. We see this as challenge due to the selection of "best fit candidate" who will complete the program. The candidate may qualify, but is not college ready, so CAMP needs students who are determined, and dedicated to follow through with CAMP participation requirements and role model "student success". An important required component of CAMP, completers of the program. The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards measuring their performance effectiveness. The law requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures. The current GPRA goal for CAMP's across the country are: To assist migrant and seasonal farmworker students in successful completion of their first year of university (college) studies and, subsequently, to continue postsecondary education for a second year. GPRA 1- 86%

The percentage of College Assistance Migrant Program participants who complete their first academic year at the IHE (Institution of Higher Education). GPRA 2- 85% The percentage of CAMP first year academic completers who continue in postsecondary education programs. CAMP at Northern New Mexico College, First year of the grant was target for 2017; GPRA1- 83.33% & GPRA 2- 100%. In advance, CAMP Second year (2018) reporting period with the federal government is November 2018... where we project our GPRA 1 above 86% and GPRA 2 100% meeting federal requirements, guidelines and student success in CAMP.

B. Student Success

While first year college retention rate numbers are high for CAMP... we are currently working with the office of institutional research/assessment at NNMC to tag to graduation students who enroll at NNMC who come from NNMC CAMP. This can help to benefit future funding sources both federal and local venues and to show the community the lasting effect and impact of CAMP. With record high on retention and students continuing their education here at Northern... CAMP support team focuses on student success and their individual needs with support services that guides them through their first year of college. In addition... Location/Learning Environment: The CAMP Center is located at the entrance of the NNMC administration building along with the admissions office, registrar office and other student support services offices. This location is critical to help students feel welcomed as they enter the college. The CAMP center has three staff offices, two student areas for mentoring and computer lab use, and two student reception areas. The center also has a small student lounge where students can eat or leave their lunch and snacks to eat later. The External Review on CAMP was conducted in March 2018... in his report mentioned he had the opportunity to also sit down and meet with CAMP students informally individually and in small group meeting. Students were asked about their experiences and services in CAMP. Interviews/surveys showed a strong sense of belonging and appreciation for the grant project. Students were open and grateful for the services they received while at CAMP... especially the free daily meals and survival snacks during mid-terms exam week and final exams week. They spoke highly about the staff and the tutors. Also, the students succeeded by the CAMP Laptop Loan project, where student are able to check out a laptop and return at the end of each semester. They reported requiring more assistance with technology resources at NNMC. It is recommended that the project consider investing in updated laptops, desktop computers and printing services for students, where the budget allows. Transitioning to NNMC seemed to be an issue students were also struggling. While both the project and NNMC offer student orientations at the beginning of each semester, the transition for students still seems to be difficult, as shown by the withdraw of students from the project and NNMC. Students reported minor struggles with advising as they transition into NNMC for the correct coursework for their first year of studies. Currently, the grant is using the IHE available resources to their advantage to have a smoother transition for students. Along with Group Team monthly meeting: CAMP, Northern Advising, Admission, Financial Aid, Testing, and Recruitment. CAMP NSO New student orientation curriculum is being conducted over two days w/collaboration of Northern's New Student Orientation. CAMP students participate in a hands-on team-building activities.

C. Communication

Consider establishing a working advisory committee to bring in more personnel to help with accurate, relevant up to date information for students to transition completely at NNMC. Another communication challenge is the process and which form goes to who in the business office and which individual completes which task in processing documents of required forms and time frames; purchase request, outstate travel/instate travel request/approvals, invoices need to be paid, purchase orders, in-house request (Bookstore)... etc. With regards to communication here in CAMP we have weekly student announcements sent to them via email and posted in the CAMP office.

D. Team Spirit

We will continue our CAMP and Northern Team Spirit by supporting and guiding students during their first year in College and transition them through their 2nd, 3rd, and 4th year in college. Great news though....Currently, one of our CAMP students have either received an internship with Los Alamos National Laboratory- Radiation Protect Group. Other CAMP students received internships with RTC, and United way in Los Alamos. Addition good new one CAMP student is an Assistant with Up-Ward Bound Program, one CAMP student received the HEP/CAMP National Association 2018

Scholarship and one student was accepted in the Nursing Program her at Northern. Currently we have 17 graduates who received either an Associates and/or Bachelors Degree here at Northern New Mexico College. Some challenges, not being recognized by Northern's Team for our student success and accomplishments at different levels in the community and here at Northern.

III. Future Projects

A. Enrollment

Establishing a CAMP advisory council made up of key on campus offices to help retain students in college their first year. The College Assistance Migrant Program (CAMP) at Northern New Mexico College (NNMC) has reported to the US Department of Education (ED), Office of Migrant Education (OME) that in 2016-17, all of the project students who completed their first year of studies at NNMC (N=25), continued in higher education for a second year. This is a 100% first year retention rate for the project, compared to 79% first year retention for the IHE. Reviewer suggested in report recruiting and enrolling all 30 students in the fall semester, thus giving the staff and college more time to work with the students in helping them complete their first year of college

B. Student Success

CAMP at NNMC will continue to work on helping students complete their first year of studies. Working together with Northern's key departments like financial aid, admissions, registrar, writing center, faculty and HEP, the project can make strides to help students complete their first year in college. CAMP Academic Progress Forms are required for all students to submit during mid-term and finals... 100% turn-around rate of all successful submitting their forms. Continuation of CAMP Survival Bags... great success! Future CAMP project, called: CAMP Leaders Internship Project – These leaders mentor currently enrolled CAMP students as they follow through in their first year of college. One-on-One guidance and support for all new CAMP

students. New Projects for CAMP: The CAMP Cub-bard, The CAMP Closet, CAMP community garden collaboration w/Sostenga Farm, and CAMP community service collaborative projects; Espanola Nursing, Home, Espanola Public Schools, Espanola Chamber of Commerce, City of Espanola, Rio Arriba County, and Northern's Community.

C) Communication

Students in the CAMP project report high satisfaction levels with program participation and services. Students resources both financially and supportive provided by the project are enough to help them complete their first year of college studies. Students report the project orientation helps them understand the commitment to college and the project. Students seem satisfied with the center's staff and tutors. Data Report of how the program is continuing to succeed, with completers and graduates. It will show the percentage of students who and how they succeed either from different levels of entry.

D) Team Spirit

In 2016-17 the Government Performance Results ACT results for continuing in college after completion of first year studies was 100% for the project. The project also reports that over 90% of faculty submit progress reports for students in college courses. CAMP will proceed with a new project: CAMP Leaders Internship initiative. These students will be given a CAMP Leaders Summer training meeting, attend and participate in CAMP activities and orientation. Each CAMP Leader will assigned a group of 5-6 new CAMP students and follow a curriculum on guiding the new CAMP students through their first year in school in their discipline of study.

High School Equivalency Program

Director: Shari Jobe

I. Annual summary of activities

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

A. Enrollment

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

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

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

- 72% word-of-mouth (family/friend/alumni)
- 12% walk-ins
- 8% flyers and events
 - 500 flyers disseminated
 - 300 brochures disseminated
- 3% Advertisements
- 3% HEP Facebook Page
- 2% Community Partner Referrals

Student Exit Evaluation Results:

- HEP staff provided guidance in the application process and the program requirements: 100% Strongly Agree
- Please rate the quality of the application process: 88.89% Excellent and 11.11% 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?: 91.67% Absolutely Recommend and 8.33% Very Likely

Performance Measures: Recruitment was met with 189 identified and recruited (needed 160). The enrollment performance measure was NOT met with 73 enrolled (needed 80).

B. Student Success

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

Explanation of Progress:

- 100% of enrolled students received educational resources, supplies & materials;
- 100% of enrolled students received financial resources to complete the program;
- 100% of prepared students took the HSE exam;
- 92% of enrolled students successfully attained their HSE;
- 10 sessions (terms) were delivered during the FY;
- Classes consisted of Math workshops, all subjects (reading, writing, social studies, science and math), one-on-one tutoring and small groups, college and career transition, and STEM collaborative workshops.

Student Exit Evaluation Results:

- Please rate the quality of class scheduling: 86.11% Excellent and 13.89% Above Average;
- Please rate the quality of classroom instruction: 83.34% Excellent and 16.66 % Above Average;
- Please rate the quality of program events and workshops: 77.78% Excellent and 22.22% Above Average;
- Did faculty and staff provide you with the tools (materials, skills, and techniques) that were useful in obtaining your HSE? 91.67% Strongly Agree and 8.34% Agree.
-

Performance Measures were met with 73 students receiving HEP instructional and support services. National target is set at 69%. NNMC HEP exceeded the national target.

- NNMC HEP - 84%
- National Average 70.3%
- *HiSET 2017 Annual Statistical Report – New Mexico’s pass rate was 53.5%*
- *NOTE: Of the 73 enrolled students, 67 received their HSE or 92%*

C. Communication and Team Spirit

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

Explanation of Progress:

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

Student Exit Evaluation Results:

- Please rate the quality of our transition classes: 90.48% Excellent, 9.52% Good
- Please rate the transition services you received: 96% Excellent, 4% Good
- How satisfied were you with the support you received from staff and faculty in transitioning to college, workforce, or the military? 94.44% Very Satisfied and 5.56% Satisfied.

Event Tracker:

- Students and their family members were invited to attend 18 cultural events

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

Project Goal 4. Workforce and Post-Secondary Opportunities.

Explanation of Progress:

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

Event Tracker:

- Students and their family members were invited to attend 13 educational events and 4 STEM events

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

Project Goal 5. Transition: 75% of all HEP graduates will be placed in postsecondary education or training, 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:

- 41 students have enrolled in post-secondary education (35 NNMC)
- 14 upgraded employment

Scholarships:

- 4 students received the Daniel's Scholarship (\$3,266.50 each)
- 12 HEP Alumni received a Foundation Scholarships
 - 7 received \$475
 - 1 received \$777.56
 - 1 received \$875
 - 2 received \$1,820
 - 1 received \$2,175

- 1 student received the National HEP/CAMP Scholarship (\$1,500)

Performance Measures were met with 88%* of HSE attainers transitioning to postsecondary education/training, or obtaining gainful employment. We exceeded the National target of 80%.

II. Challenges

A. Enrollment

HEP recruited 184 students and enrolled 73 (grant award enrollment number is 80 students). Enrollment challenges were:

1. Adult Education:
 - a. Students referred to AE for a level gain to become HEP score eligible did not return. According to AE staff, “the students did not stay long in AE long enough to post-test”, so there was no level gain;
 - b. Students recruited by NNMC AE were not first screened by HEP for eligibility;
 - c. Students recruited for NNMC McCurdy Ministry Center were never referred to HEP to see if they qualified.
2. Four programs in the community serving HSE students:
 - a. With other HSE programs in the community (Adult Education, HELP New Mexico, UNM-Taos HEP & YouthBuild) we rely on our success being good advertising, but that may not be enough;
 - b. There is a noticeable decrease of walk-ins or “foot traffic” of students asking about the HSE process. If individuals in the community hear about the “GED Program at NNMC”, they may not know there are two programs or the difference between HEP and AE. If one receives poor service from the “GED Program at NNMC”, they may assume it’s NNMC HEP;
 - c. We do not have any students that state they heard of NNMC HEP through the NNMC Recruitment Center;
 - d. If students did not meet our eligibility requirements we refer students to NNMC AE, or the other 3 HSE programs in Espanola. These programs received a large portion of the students that didn’t meet our grant criteria.

B. Student Success

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

C. Communication

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

D. Team Spirit

Dealing with lack of performing programs that we depend on is our biggest challenge – it impacts us and the team’s motivation. I feel programs need to have more accountability. Everybody is looking out for themselves instead of being a team player. They forgot that the College is a team.

E. Budget Request

No budget challenges.

III. Future Projects

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

A. Enrollment

We will continue having our rigorous short-term (6 weeks) class terms throughout both Fall and Spring semesters with no more than 10 students per class. With more one-on-one time with their teacher, students are certain to have a greater sense that their teacher cares for them, and when students feel like someone they look up to cares about their work, they excel.

We will be providing one-week Math and Language Arts workshops prior to the start of each 6 week term for students that do not meet the 700 scale score required for enrollment. We are hopeful that by the end of the workshop week when we provide them with a post-test, students will gain enough knowledge to meet and exceed the 700 eligibility scale score. We are allowed a total of 17 hours of student contact prior to “putting them on the books”.

B. Student Success

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

C. Communication

We will continue having cross-training twice a year and weekly staff and faculty meetings.

D. Team Spirit

We will continue to be a strong team. We have developed an incredible team. Individuals coming together to work for the good of the all. It is a group effort. As a group, we support and elevate each other so that we all contribute and we are all successful.

Upward Bound

Director: Tobe Bott-Lyons

I. Annual summary of activities

A. Enrollment

With the assistance of the counselors and other staff at EVHS, the UB Director gave 28 recruitment presentations in various 9th and 10th grade classes during the Fall semester, as well as tabling at Parent/Teacher Conferences, the EVHS Fall Open House, and various other school events in the Fall of 2017. As part of the recruitment effort, we also completed a survey of 372 EVHS ninth and tenth graders regarding their attitudes and interests regarding college and career. This information was shared with the EVHS administration, counseling, and student success staff. Once the program was delivering services, many additional students were recruited through word-of-mouth and student referrals.

As a result of our efforts, we received 100 total applications for the program, and we have formally enrolled 65 of the minimum 60 participants to be served in this grant year. Of these participants, the majority are both low-income and first generation.

The UB Director and UB Advisor have also begun recruitment at the local Middle School to identify rising 8th graders for next year. To date, we have given two presentations at the middle school, as well as participating in "Bump Up Day" where the 8th graders spend two days at the high school.

Through our presence at EVHS, UB has also helped many students connect to NNMC through partnerships with counselors, walk-ins to the EVHS UB office, and student referrals. The program has assisted a number of students with questions about admissions, enrollment, course selection, financial aid, and dual credit.

There were only four graduating seniors enrolled in the UB program this year, and two (50 percent) plan to attend NNMC full-time in the Fall.

B. Student Success

Afterschool Academic Year Services:

We have established after-school tutoring for UB students at EVHS which is available Monday through Thursday from 3 to 6. Attendance and participation so far has exceeded our expectations with an average of about 25 students attending everyday (The largest day was been 37 students). In addition to individual homework help and subject-specific tutoring, these activities include weekly goal setting, team-building activities, daily written reflection, and regular group math exercises.

Saturday and Summer Academies:

During the Spring semester, Upward Bound hosted six Saturday Academies at Northern New Mexico College. Three of these days were facilitated by UB staff and focussed on topics related to personal growth and development including: identity development, growth mindset, learning styles, career interests, values, and teambuilding. For the other three academies, we brought in guest presenters: 1) Marcella Maestas, a social worker from the high school, to do a workshop on social and emotional intelligence; 2) Patrick Bendegue, a Math instructor with NNMC, to work with students before testing (“PARCC Day”); and, 3) Mercedes Holtry, an award-winning performer and published poet, to do a writing and self-expression workshop.

The NNMC Summer Academy had 36 students participate in a range of academic and personal enrichment activities on the NNMC campus. Six academic courses were offered (2 Math, 2 English, 1 Science survey, and 1 Psychology).

Enrichment + Leadership Activities:

In the first seven months of 2018, we have involved UB students in 6 enrichment activities: 1) TRiO Day at SFCC (2/9); 2) Black Panther Movie Screening with NNMC Office of Equity and Diversity (2/21); 3) The Northern New Mexico College and Career Expo (3/21); 4) Café Scientifique Workshop at Los Alamos National Laboratories (3/21); 5) Youth Engaging Success Conference at Northern New Mexico College (4/12); 6) “Teamwork in Action” Ropes Course at Santa Fe Community College (5/19); 7) Historic Downtown Santa Fe and Meow Wolf (July); 8) The Santa Fe Bug Museum, the Pajarito environmental Education Center, and the Wildlife Center (June and July); 9) The Albuquerque Aquarium and Cliff’s Amusement (7/11); and, 10) an overnight visit to the University of New Mexico (7/25-26)

C. Communication

NNMC UB participated in the statewide NM TRiO day in July bringing a presence and student voice from the program to a statewide audience. Additionally, the program has been working and meeting closely with the EVHS administration, counseling, and student success offices. Through this work, new channels of communication have opened between the high school and the college.

D. Team Spirit

As a brand new program with new staff, training and professional development have been a challenge. This has been addressed in through a series of trainings for staff both in-house and with external partners such as MasteryPrep, the Council for Opportunity in Education, and the National College Access Network.

Additionally, UB helped to sponsor and cofacilitate a number of community events including the first-annual College Signing Day at EVHS and the NNM EXPO. The staff have also been active participants in NNMC New Student Orientation and the EPS Community Attendance Taskforce.

Finally, the UB program has enjoyed developing and strengthening partnerships and collaboration across the community including the STEM Mentor Collective, various faculty from

the Departments of Biology, Chemistry, and Environmental Science, Languages and Letters, and Humanities and Social Sciences.

II. Challenges

A. Enrollment

The program was able to meet its enrollment target for this year. The major challenge was making sure that the candidates were highly screened and fully understood the benefits and responsibilities of program enrollment. A stronger screening system is needed for future years.

B. Student Success

Space has emerged as a challenge for the program. With high enrollment and participation, the program is seeking a dedicated classroom for future years. The development of targeted and developmentally appropriate curriculum is a challenge, especially in order to meet very strenuous outcome measures regarding English and Math proficiency.

C. Communication

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

D. Team Spirit

As stated above, the NNMC UB program would like to become more involved at both the high school and the college. As this was our first year, there was a lot to learn and many growing pains regarding the program's place at both campuses.

E. Budget Requirements

Not applicable at this time

III. Future Projects

A. Enrollment

The program hopes to enroll 12 new 9th graders this year as well as a small number of seniors. With a new counselor at the high school and a more established program, there is potential for the UB program to serve as more of a resource for recruitment from the high school. The program hopes to be a part of strengthening the college fairs, EXPO, and College Signing Days at the high school

B. Student Success

In the Fall, we are also hoping to increase some of the program offerings available to our students through additional activities at EVHS during the school day and increased dual credit

opportunities at NNMC. Additionally, UB will be offering a college planning course at EVHS for 5th period.

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

C. Communication

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

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

D. Team Spirit

The UB program also hopes to increase its involvement across the two campuses, as well as the state-wide TRiO organization. This includes strengthening partnerships with academic departments, the Admissions, Recruitment, and Dual Credit offices, and the EVHS Counseling offices.

By continuing to build on last year, increased collaboration such as the College Signing Day, the EXPO, and the Summer Academy Science course will all build team spirit that extends to our local educational institutions.