

# **Assurance Argument**

# Northern New Mexico College

**Review date: 9/1/2025**

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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1.A Northern New Mexico College's (NNMC's) mission is broadly understood within the institution and guides its operations.

1.A1 [NNMC's mission statement](#) is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. The current mission states: "the mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region." NNMC [developed and approved this mission in 2013](#) under a previous college administration.

In 2016, following the arrival of its current president, the NNMC community worked on the development of the [Five-Year Strategic Direction](#). The document is the result of input from over 140 faculty and staff members during two campus-wide strategic planning sessions held in November 2016 and February 2017. NNMC's executive team then synthesized and categorized the raw input and presented to the campus community for feedback before presenting to the Board of Regents (BOR) for adoption. The BOR unanimously [approved the adoption of NNMC's Strategic Direction](#) document in 2017 and retained the [mission statement from 2013](#). NNMC decided not to revisit the mission and vision because stakeholders agreed that both still reflected NNMC's purpose. NNMC developed the Five-Year Strategic Direction to ensure the delivery of its mission and vision. NNMC reviewed the Five-Year Strategic Direction plan [at mid-point](#) in July 2019 for progress and will review again at the end of the Five-Year Strategic Direction cycle by following the collaborative process. As NNMC approaches ten years under the existing mission and vision, the NNMC Executive Team has begun preliminary discussions and work on the process for revisions that will

take place in the next two years.

As NNMC continues to execute its strategic direction, informal discussions among stakeholders have started to inform a plan to revisit the mission and vision in the months to come, since it has been seven years since they were last reviewed.

1A.2 NNMC's academic programs, student support services, and enrollment profile are consistent with its stated mission.

NNMC is a comprehensive post-secondary, regionally-serving institution that remains an entirely commuter campus. As part of its commitment to "providing access to affordable community-based, learning opportunities that meet the educational, cultural, and economic needs of the region," [NNMC offers](#) a wide variety of certificates, two-year, and four-year academic degrees. Additionally, NNMC offers various concentrations, focus areas, and minors within each degree program. These programs strategically address the job needs of the area such as Teacher Education, Nursing, Business, STEM programs, and the Film Industry. NNMC also offers an [Adult Education Program](#) for students without a High School diploma.

Because of its large service area and diverse population served, NNMC strives to offer programs in both traditional settings and via a growing online presence. NNMC further develops programs in collaboration with identified workforce gaps and/or regional partners. NNMC works aggressively to develop community-based programs as stated in its mission. For example, NNMC recently enhanced the Radiation Control Technician (RCT) program to improve the pipeline of technicians hired at Los Alamos National Lab (LANL), the largest employer in the region. The RCT program offers enrollment and tuition assistance through the partnership with LANL (TRIAD) which was formalized through a [contract](#).

Similarly, NNMC has developed an Associate Degree in Plumbing [in partnership with the Local 412](#) Plumbing and Pipefitters Union. The local community identified this program as high-demand (NNMC is awaiting final approval for this program by HLC). NNMC is currently developing an Associate Degree in Nuclear Operations to assist with the N3B apprenticeship program. NNMC established a [contract](#) with N3B, a subcontractor of LANL, that will fund the hiring of faculty and instrumentation for the program.

In 2017, the National Science Foundation (NSF) awarded funding to the College of Engineering and Technology to develop a [cybersecurity concentration](#) in collaboration with LANL, the Florida Center for Cybersecurity, the Western Academy Support and Training Center (California), and the Network Development Group (North Carolina).

Additionally, the Project Management degree, the Information Engineering Technology program, and the Bachelor of Arts Integrated Studies (BAIS), Psychology emphasis degree, have expanded their service area by offering selected courses at the [Higher Education Center](#) in Santa Fe, NM. More recently, NNMC pursued a unique [pilot program partnering with New Mexico Highlands University](#) (NMHU) to ensure students are offered classes in a timely manner for target graduation dates. Through this program, NNMC and NMHU share low-enrolled courses to ensure the availability of those courses to students in both institutions.

Furthermore, NNMC is beginning to rely more heavily on current technologies to meet the

educational goals of students who live outside the immediate area or need flexibility in scheduling. The use of alternative delivery modes of education is on the rise. For example, NNMC is enhancing quality controls for hybrid and online course offerings and is investing in distance education capacity to request permission from HLC to offer fully online programs. For example, in Spring 2020, the Department of Nursing and Health Sciences began to offer all [32 upper-division credits online for the RN to BSN program](#).

NNMC's mission is specific in terms of "community-based learning opportunities." This means that NNMC aims to offer programs based on the needs of local employers and students. To make informed decisions, NNMC contracted Gray Associates and licenses their software in order [to analyze opportunities for current and new programs](#) based on employer needs/student demand, to better understand the demand of current programs, and to [evaluate the real cost](#) of running current programs. Three reports completed via workshops with all NNMC leadership encapsulate the results of these efforts: a) [Analysis of potential New Programs](#); b) [Analysis of Current Programs](#); c) [Scorecards for current programs](#).

NNMC personnel also understand that student success can be dependent upon the provision of assistance and activities outside the classroom. NNMC [student services](#) include [Advising](#), [Athletics Program](#), [Financial Aid](#), [Registrar](#), [Accessibility Resource Center](#), [Student Life](#), [Office of Equity & Diversity](#), [Veterans Resource Center](#), [Student Counseling](#) (under Title V), [Eagle Tech Student Support Desk](#), Campus Security, and the [Campus Gym](#). Services related to classroom or academic support include the [Ben Lujan Library](#), the [Writing Center](#), the [Math Tutoring Center](#), the [Madrid Center](#) (Peer-Tutoring Center), and the [Testing Center](#).

NNMC is designated as a Hispanic and Native American Serving Institution with the US Department of Education. NNMC's service area is home to a unique ethnic distribution of rural communities within one of the most underserved regions of the state, including Hispanic communities that constitute 70.8% of the population and Eight Northern Pueblos (Native American) that constitute 18% of the population. In fulfilling its obligation as a regional educational provider, NNMC enrolls 66% of students coming from Rio Arriba county. NNMC's vision statement discusses its role as a Hispanic and Native American -serving institution, which is reflected by a student population in which 71% (+/- 3%) of students identify as Hispanic and 10% (+/- 2%) identify as Native American (see [Factbook 2019](#)).

1.A3 NNMC's planning and budgeting priorities align with and support its mission.

As part of the annual budget planning process, NNMC's Executive Team identifies priorities that align directly with its stated mission and strategic direction. For example, the Provost/Vice President for Academic Affairs captures all priorities for Academic Affairs through the Annual Reports of the prior year, where each department head (academic and non-academic) have the opportunity to request funding that aligns with the four lines of effort of the Strategic Plan. Evidence of this can be seen in the Annual Reports ([2017-2018](#) and [2018-2019](#)) where each department provides its budget needs in Section II (Challenges), part E (Budget Requirements).

Since Spring 2017, the Office of the Provost has led annual retreats ([2017](#), [2018](#), and [2019](#)) to discuss all academic affairs priorities for budget allocations. The Office of the Provost conducts the submission of requests for budget increases through the annual report of the previous fiscal year and hosts a retreat during which all requests are openly analyzed, discussed, and recommended. This

process allows NNMC to strategically reallocate resources from areas with low educational priority to areas that are highly important to accomplish the institutional mission, particularly those central to the institution's 2017-2022 Strategic Direction. For example, the [budget for Academic Affairs](#) has increased by more than 15% in the last four years over and above the salary increases that were given consecutively for the last two years for all faculty and staff. At the same time, savings were achieved [by outsourcing the payroll function](#). The full-time faculty line positions grew 43%, from 37 to 53 positions, in this period. Investments in adjunct faculty have also been enhanced to better compensate them (for example, the adjunct faculty received an 11% increase in compensation in 2019) and to expand the offerings of course sections. NNMC increased Distance Education staff and the number of academic advisors in the same period of time and has given sabbatical opportunities every year since 2017 after more than ten years without these opportunities. Through this process, NNMC was able to allocate funding to create the position of an Assistant Provost for Student Affairs. The annual budget retreats have also allowed NNMC to identify needs that despite not being funded through state appropriation, have been funded through recently-awarded targeted grant proposals. Some examples of NNMC addressing needs through grant funding include the current [US Department of Education Title V](#) (CASSA awarded in 2018) grant, which provides funds to increase tutoring services, professional development of faculty, enhanced student outreach, mental health counselors, etc.. Another example is the [Trio Upward Bound grant](#), which allows NNMC to conduct outreach and partner with the local high school for after-school activities and learning experiences to improve college readiness for those students.

\*\*\* The text below has been merged from Core Component 1.B \*\*\*

1.B. Northern New Mexico College's (NNMC'S) mission is articulated publicly.

1.B1 NNMC clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

NNMC publishes its mission prominently on the [homepage of its website](#), on a separate [mission and vision page](#) on its website, in its [schedule of classes](#), its [academic catalog](#), and [institutional fact sheets](#) distributed to stakeholders. Additionally, NNMC publishes its mission on its social media accounts, including [Facebook](#), [Twitter](#), [Instagram](#), and [YouTube](#).

In 2017, NNMC published a [Strategic Direction](#) document that includes and is centered around its mission and vision. This document further identifies four key goals, and corresponding objectives developed to fulfill NNMC's mission. The Strategic Direction document is [published digitally](#) on the NNMC website as both text and in a [downloadable PDF format](#), and 500 hard copies of the document were printed and distributed within the College and to the Board of Regents (BOR).

NNMC Students, Staff, Faculty, and the general public are also made aware of, and updated on the progress of the Strategic Direction mission, vision, and goals via periodic professional development sessions, and [state of the college addresses](#) delivered every quarter by NNMC's president. Faculty and staff are encouraged to develop and evaluate practices consistent with NNMC's mission, vision, and identified institutional priorities, overall and in each of their respective areas.

1.B2 NNMC's mission is current and explains the extent of the emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

In the fall of 2016, NNMC sought input from 140 college personnel to identify four key institutional

priorities, informed by NNMC's mission and vision. The result of this work is the current [Strategic Direction document](#), which outlines institutional priorities with accompanying definitions and objectives, through 2022. In July of 2019, NNMC's President convened faculty and staff as part of a professional development day, which included [progress updates](#) on each of the four priorities and sought input from participants regarding fulfilling each objective.

NNMC's Strategic Direction document defines four key aspects of its mission: enrollment, student success, communication, and team spirit. Each priority features a specific accompanying goal, vision, and objectives. The priorities are as follows:

### **Priority 1: Enrollment**

Goal: To increase annual enrollment both in student headcount and credit hour totals. NNMC will attract and enroll students from local communities, and continually develop potential student pipelines, both traditional and non-traditional, including high school equivalency graduates, adult learners, and community artists.

Objectives:

1. Strengthen effective partnerships with local high schools and articulation agreements with area community colleges.
2. Expand effective, compelling marketing and recruitment strategies that best highlight NNMC's quality offerings.
3. Determine and implement appropriate program offerings that prepare students for an evolving job market.
4. Establish and maintain affordable tuition and fees for long-term sustainability.
5. Establish student residence options.
6. Increase the NNMC Foundation's scholarship and grant-giving capacity.

Vision: Student headcount at 1400/semester and student credit hours at 14,000/semester.

### **Priority 2: Student Success**

Goal: To increase student success through higher retention/graduation rates, and pathways to employment and graduate education. NNMC will maintain its commitment to open and affordable educational access, academic excellence, robust student support services, mentoring, and scholarship opportunities that will encourage and enable students to pursue and succeed along multiple life paths and careers.

Objectives:

1. Improve every touchpoint in student services to ensure individual student success.
2. Evaluate and redesign curriculum to minimize academic obstacles, and introduce flexible scheduling.
3. Strengthen first-year experience programs and support systems for new students.
4. Increase students' sense of belonging to the NNMC community through the promotion of an inclusive learning environment that celebrates the diversity of the student population.
5. Enhance campus and student life experiences.

Vision: Annual retention rates at or above 75%, and graduation rates at or above 30%

### **Priority 3: Communication**

Goal: To improve quality, timeliness, accuracy, and consistency of communications within NNMC, as well as with community members and external stakeholders. NNMC will promote its unique identity, brand, and culture, drawing on its rich history of community service and engagement, with integrity, responsibility, and transparency.

Objectives:

1. Design and implement a communications strategy that centers on student and institutional success.
2. Optimize College communication resources and channels to ensure effective engagement with students, faculty, and staff.
3. Position NNMC as a thought leader through utilizing faculty/staff expertise and amplifying their voices.
4. Institutionalize effective communication channels with community and external stakeholders to ensure constructive and mutually beneficial engagement.
5. Create venues for suggestions and concerns, including an option for anonymity.

Vision: All students, faculty, staff, community members and external stakeholders have the information they need to support NNMC's mission, and the opportunity to contribute to an open dialogue of continuous improvement.

### **Priority 4: Team Spirit**

Goal: To foster a cohesive, productive, and effective NNMC community where everyone on the team feels valued and takes pride in contributing to NNMC's educational mission. NNMC will promote a healthy, enriching work and study environment in which all members of the college community are engaged, empowered, and valued.

Objectives

1. Promote a culture of mutual respect, ethical behavior, fairness, and constructive dialogue.
2. Ensure that Northern's values of respect, integrity, service, diversity, inclusivity, and inspiration are manifest in NNMC's daily operations.
3. Enhance opportunities for professional and personal development and growth.
4. Develop a salary structure consistent with the region and current market trends.
5. Promote interdepartmental collaboration.
6. Develop functional and welcoming learning, working, and community spaces on both campuses.

Vision: Everyone in the NNMC community knows that they are respected and valued as contributing members of the college team.

From this college-level outline, individual departments (including Academic Units, Student & Support Services, and Special Educational Programs) are encouraged to develop more detailed courses of action, [learning outcomes](#), and [yearly reports](#), which detail and collectively constitute NNMC's direction, and various aspects of the Mission and Vision.

1.B3 NNMC mission documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

NNMC's mission states that it "ensures student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region." Furthermore, NNMC's vision identifies it as a "Hispanic-serving" and "Native American-serving" comprehensive institution.

NNMC's [Strategic Direction](#) document further identifies the nature, scope, and intended constituents of its programs and services. The document states, "Northern will attract and enroll students from local communities, and continually develop potential student pipelines, both traditional and non-traditional, including high school equivalency graduates, adult learners, and community artists." Accessibility is emphasized via identified objectives for flexible scheduling options and affordability. The mission statement identifies the scope of academic program offerings as responding to regional "educational, cultural, and economic needs," and the Strategic Direction document outlines an objective for determining and implementing program offerings in response to an evolving job market.

NNMC exists under the [New Mexico State Constitution](#) and [New Mexico Statutes § 21-4-3](#), as amended in 1996 establishes NNMC's mission to "prepare technical and trade students for occupations and vocations that are useful and necessary in the economy of New Mexico," and "provide academic, technical, and vocational instruction beyond the high school level and accredited college-level academic instruction."

In 2019, the New Mexico state legislature approved, and the Governor signed into law, [an amendment to the statute](#) allowing NNMC to administer a branch community college to provide technical and vocational courses, which is co-located on NNMC's El Rito and Española campuses. A community college district has been created via the consent of five regional public school districts to be served by the co-located community college. A mill levy tax question [was present on the ballot](#) in November 2019 to determine sustainable funding for the co-located branch community college. The [mill levy passed by over 62%](#) after a [successful campaign](#) launched by NNMC.

## Sources

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- PRES\_COMM\_Academic Catalog Mission
- PRES\_COMM\_Class Schedule Mission
- PRES\_COMM\_Mill Levy Ballot Question
- PRES\_COMM\_Mill Levy Election Results
- PRES\_COMM\_Mission Vision Website
- PRES\_COMM\_NNMC Factsheets Mission
- PRES\_COMM\_NNMC Mission Facebook
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- PRES\_COMM\_NNMC Mission Instagram
- PRES\_COMM\_NNMC Mission Twitter
- PRES\_COMM\_NNMC Mission v2



- PRES\_COMM\_NNMC Mission YouTube
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- PRES\_COMM\_NNMC State of the College Addresses Webpage and examples.pdf
- PRES\_COMM\_NNMC Strategic Direction Website
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- PRES\_COMM\_NNMC\_Website Financial Aid Office
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- PRES\_COMM\_Strategic Direction Progress Check
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- PRESIDENT NM Statute Section 21-4-3
- PRESIDENT NNMC Strategic Direction Progress Check July 2019.pdf
- PRESIDENT Payroll Outsourcing 2019
- PRESIDENT\_BOR Approval of Strategic Direction 110317
- PRESIDENT\_BOR\_BOR Minutes July 2013 (approval of Mission Statement)
- PRESIDENT\_COMM ARC website
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- PRESIDENT\_MOU w Highlands Course Scheduling 2018
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- VP\_PROVOST\_ACADEMICS Gray Associates New Programs
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- VP\_PROVOST\_GRANTS Upward Bound Program 2017
- VP\_PROVOST\_IR\_NNMC Factbook 2019

- VP\_PROVOST\_RN to BSN Program\_Online\_Courses
- VP\_PROVOST\_STUDENTS Madrid Center
- VP\_PROVOST\_STUDENTS Math Learning Center
- VP\_PROVOST\_STUDENTS Title V Activities
- VP\_PROVOST\_STUDENTS Veterans Center
- VP\_PROVOST\_STUDENTS Writing Center
- VP\_PROVOST\_STUDENTS\_Adult Education
- VP\_PROVOST\_STUDENTS\_Athletics\_website
- VP\_PROVOST\_STUDENTS\_Eagle\_Tech\_Support

## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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1.D Northern New Mexico College (NNMC's) mission demonstrates commitment to the public good.

1.D.1 NNMC's actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

NNMC's mission statement declares the institution's role to serve the region with educational, cultural, and economic needs in mind. NNMC primarily serves rural communities within a 40-mile radius of its main campus in Española, New Mexico. This scope includes eight Native American (Pueblos) communities. [Rio Arriba County](#) has one of the highest poverty rates in the state. Currently, 22% of the population, as determined by Rio Arriba County, live below the poverty line, a number that is higher than the national average of 11.2%. As a result, NNMC is not only the most [affordable](#) accredited 4-year college in [New Mexico](#) but in all of the [Southwest](#) United States.

NNMC partners with area high schools to offer dual credit courses, and partners with other higher educational institutions in the region to ensure students are offered classes in a timely manner for target graduation dates. [The Adult Education program](#) is primarily intended for low scoring adult students who either need educational preparation to enter college, gain their high school equivalency credentials, obtain skills to enter the workforce, and also includes an ESL (English as a Second Language) component. Adult Education also provides participants with free tuition, materials, and access to College services

Meanwhile, NNMC hosts two unique programs open to the public. The [HEP \(High School Equivalency Program\)](#) and [CAMP \(College Assistance Migrant Program\)](#) helps [migrant and seasonal farmworkers](#) obtain high school credentials, transitions students to their next steps (such as higher education, employment, or military), and provides support and retention services for first-year college students. NNMC's High School Equivalency Program (HEP) [was ranked the best in the nation for 2016 and 2017](#) and was the 3rd highest among 48 HEP programs in 2018. NNMC's HEP achieved an 85% graduation rate (national target is 69% and the national average was 65%). One-hundred percent (100%) of NNMC HEP graduates entered postsecondary education or training, upgraded employment, or the military (national target is 80% and the national average was 83%).

NNMC offers a variety of programs that emphasize the importance of education to the surrounding communities and the region. NNMC offers a variety of continuing education and workforce

development courses through its [Continuing Education \(CE\)](#) Department. Furthermore, NNMC houses a branch of the New Mexico Small Business Development Center where staff provides direct assistance and resources to entrepreneurs in the area.

Particular campus departments and buildings, such as the library and gymnasium, are open for use by the public. NNMC also hosts public events such as the [Espanola Matanza](#) to raise awareness of resources in the community and to generate scholarship funds.

1.D.2 NNMC's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

NNMC is a non-profit organization and has no need to generate returns for financial investors. Two examples of how NNMC has taken primacy of the educational mission seriously are the defunding of the Athletics Program and the Foundation. NNMC defunded subsidies from Instruction and General resources for [athletics](#) so that special state appropriations for athletics, student athletic fees, ticket sales, and philanthropy are the only sources of funding for the department. The annual institutional audit in 2018 revealed that it was costing NNMC more money to maintain the cost of the Foundation than what was being brought in by the Foundation. In response, NNMC decided to defund its contribution to [Foundation](#) operational expenses (i.e. salaries).

1.D.3 NNMC engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

NNMC regularly engages with external constituencies in order to gauge interest and seek advice. This engagement includes interaction with state legislators and agencies of the State of New Mexico, including the Higher Education Department (HED), the [Council of University Presidents](#), Los Alamos National Laboratories (LANL), and industry and business leaders in the region.

NNMC's president holds a regular [State of the College address](#) that is open to the public. At these events, he updates the NNMC community and general public about current initiatives such as legislative priorities and initiatives that are being considered. Public input is encouraged to help direct current and future endeavors. The NNMC's Board of Regents (BOR) meetings are public and also open for public comment (see the example of [meeting agendas](#) here and the [presentation](#) that Regents attend about Open Meetings Act). Numerous meetings take place between campus leaders such as the president, provost, and constituents in the community such as LANL and other business entities.

## Sources

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- PRES\_COMM\_NNMC State of the College Addresses Webpage and examples.pdf
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- VP\_PROVOST\_STUDENTS\_Continuing Education
- VP\_PROVOST\_STUDENTS\_HEP 2015-2019

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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1.C Northern New Mexico College (NNMC) understands the relationship between its mission and the diversity of society.

1.C1 NNMC addresses its role in a multicultural society.

NNMC holds its role as a leader in the social sphere of multiculturalism as critical to its [mission, vision, and values](#). NNMC's originated as the Spanish American Normal School, founded in 1909, to develop a bilingual teaching workforce to educate the Spanish, Mexican and Native students of this diverse region. In over a century of service to the Northern New Mexico region, NNMC's mission has broadened to include a host of degree offerings, but its foundation of inclusion and diversity remains central. NNMC's mission centers around an assurance to students and the greater community that it is dedicated to "student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region." The mission is based on six values: mutual respect, integrity, service, diversity, inclusivity, and inspiration. NNMC lives these values in daily work with students and the greater community, with a vision that specifically renders a future where, "Northern New Mexico College is a Hispanic and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations." The NNMC mission, vision, and campus values are a guiding compass with an emphasis on diversity, inclusion, and multiculturalism as the nation's first Hispanic Serving Institution.

According to the [2019 NNMC Fact Book](#), NNMC's commitment to walking its talk as a diverse campus can be demonstrated by how campus demographics closely match the demographics of the region that it serves. Northern is an open-access campus that provides affordable and accessible education for historically underserved populations, particularly in regards to serving Hispanic and Native American students and students living in poverty. In comparing data from the [2018 NNMC Fact Book](#) with [U.S. Census Bureau Quick Facts \(July 2018\)](#), NNMC's student body reflects the region and demonstrates that the college buttresses the diversity of the greater community. In areas where there are disparities between the demographics of the student body and the greater region such as the gender gap between male and female students, the opportunity to serve a higher percentage of Native American students, and increasing Black/African American participation, NNMC sees opportunity to develop programming to address the continued support of the region's potential

student population. For example, the Office of Equity and Diversity's support of the recently established Black & African American Student Organization (BAASO) that strives to create a campus support system for academic achievement and development of leadership skills for Black & African American Students ([Flier](#), [agenda](#), [minutes from 1<sup>st</sup> meeting](#)).

NNMC Fact Book	U.S. Census Bureau – Rio Arriba County
63% Female, 37% Male	51% Female, 49% Male
71% Hispanic	71.2% Hispanic
10% Native American	19.3% American Indian/Native Alaskan
8% White	12.7% White
2% Black/African American	0.9 % Black/African American
9% Other	0.8% Asian
84% Receiving Financial Aid	28.9% Persons in Poverty

Structurally, NNMC also supports its role in a multicultural society through its Office of Equity and Diversity (OED). OED was established in 2013 and NNMC is the only four-year comprehensive institution in New Mexico to have a Chief Diversity Officer ([CDO](#)). The CDO is a direct report to the President as a way for NNMC to demonstrate the importance of this role. OED hosts and continues to develop its work on and off-campus through collaborations with students, faculty, staff, community non-profits, governmental agencies, and community members at large. OED's goal is to become a campus and community resource that helps address wide-ranging issues of equity, diversity, and justice that engage issues of access, success, and community health. Through three pillars of engagement – critical education, social justice, and beloved community – the NNMC OED works to educate, engage, and inspire students, faculty, staff, and the greater community. Examples of OED's work can be found in their [presentation to the Regents](#), [annual report](#), and their [Facebook Page](#). Additionally, OED has been critical in developing and supporting both the academic and co-curricular efforts of NNMC ([Committee Reports](#), [Retreat 17](#), [Retreat 18](#), [Retreat 19](#)). One of the 4 academic campus-wide student learning outcomes is "[Cultural Sustainability](#)" and it is measured across all disciplines.

1.C2 NNMC's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

NNMC continuously demonstrates support for human diversity efforts through programming, celebrations, and new activities aimed to recognize underrepresented populations. An example of such programming can be found in the OED's coordination of the first annual [Dr. Martin Luther King Legacy Breakfast](#) at NNMC. NNMC complies in all respects with appropriate accessibility guidelines and regulations and implements standards for equal access to all programs and activities for people with disabilities. The Accessibility Resource Center [partners with a number of campus entities](#) to promote inclusion.

As OED has grown from 0.5 FTE to 1.0 FTE in Summer 2019, and diversity and equity efforts

continue to be campus-wide priorities, NNMC continues to establish a position in the region and state as a critical source for the implementation of “J.E.D.I.” (justice, equity, diversity, and inclusion) principles. These efforts forward the Strategic Planning initiative found under [Goal 3: Communication](#), to “Position NNMC as a thought leader through utilizing faculty and staff expertise and amplifying their voices.” Faculty and staff members are called on to share their expertise on boards across the region. NNMC asserts itself as a committed steward of ideas, innovation, thinking, and sharing, especially as they pertain to being solutions-oriented to issues that most affect the region. Specific examples of such efforts include NNMC hosting the 2018 Grassroots Institute for Fundraising Training ([GIFT program](#)). Many of NNMC's community partners do critical work in rural, low-income communities, and communities of color with organizational budgets under \$100,000. As a college, NNMC is committed to longer-term structural change and building the capacity of organizations to remain stable and sustainable. GIFT brought representatives from over 150 non-profit organizations from across New Mexico to NNMC. Other examples of policy and impact-oriented work were the [NM Health Equity Partnership](#) and the [2018 Northern New Mexico KIDS COUNT Conference](#) Improving Child Well-Being with Data, Policy, and Advocacy. By partnering with the educational non-profit New Mexico Voices for Children, NNMC brought educators, administrators, advocates, and lawmakers to campus to discuss the unmet needs of New Mexico’s children. These efforts are illustrative, not exhaustive, and they demonstrate NNMC’s commitment to being a college where students, faculty, staff, and the greater community share a commitment to multiculturalism, inclusivity, and justice.

NNMC’s commitment to human diversity is longstanding and reflects the diversity of the region. The [Strategic Direction](#) addresses diversity in terms of enrolling both traditional and non-traditional students including high school equivalency graduates, adult learners, and community artists. Team Spirit, as outlined in the Strategic Directions, also mentions values of diversity and inclusivity manifesting in daily college operations. More institutional efforts are reflected by the existence of different [student associations](#) that promote human diversity such as the American Indian Student Organization, the Black and African American Student Association, the Gay-Straight Alliance, and the local chapter for SACNAS (Society for Advancement of Chicanos and Native Americans in Science). An initiative of OED during the 19/20 academic year has been to develop multicultural student clubs for underrepresented groups; this initiative recently received seed [funding from the LANL Foundation](#).

Finally, another example of how the activities reflect attention to human diversity, it is NNMC's intentional desire to expand the exposure of its students to global issues and different cultures. Despite the lack of resources for an office of international programs, NNMC is currently promoting a summer trip for [2021](#) after canceling the 2020 trip due to the COVID-19 crisis. There is no precedent for international trips for students within at least the last ten years.

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- PRES\_OED\_BASSO Agenda 9-17-19
- PRES\_OED\_BASSO Flier 9-17-19
- PRES\_OED\_BASSO Minutes 9-17-19
- PRES\_OED\_Census Quick Facts 2018
- PRES\_OED\_Co-Curricular Dashboard



- PRES\_OED\_Cultural Sustainability Rubric
- PRES\_OED\_Deep Dive Presentation
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- VP\_PROVOST\_IR\_NNMC Factbook 2019
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- VP\_PROVOST\_STUDENTS\_ARC
- VP\_PROVOST\_STUDENTS\_NNMC Travel Club

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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1.S Northern New Mexico College (NNMC's) mission is clear and articulated publicly; it guides the institution's operations.

NNMC is driven by its [mission](#) and its statement is communicated to all stakeholders through multiple easy accessible documents such as the website, the academic catalog, the strategic direction plan, and the faculty handbook, among others.

One of the most crucial recent examples of being a mission-centered institution is the work done to get a Mill Levy new tax passed by the local community to be able to reintroduce the technical trades and to restart academic activities at El Rito Campus. These programs were demanded by the community and employers in the region.

Similarly, NNMC has kept its commitment to be the [most affordable 4-year institution](#) in New Mexico and [has not increased its tuition and fees](#) for the last 3 years.

### Sources

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## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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2.A Northern New Mexico College (NNMC) operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

For the last three years, NNMC has worked diligently on improving its business operations to prevent further incidents like the one discovered in 2016. During [NNMC's external financial audit](#) for the period ended June 30, 2016, it was discovered that the Director of Financial Services had allegedly embezzled an indeterminable amount of college funds. Based upon two forensic reviews conducted by forensic experts, the approximate time period of the embezzlement occurred from fiscal year 2011 through the time the defalcation was discovered in the winter of 2016. Essentially, the defalcation was facilitated by the following factors. First, it appears that for at least five years of her tenure, the Director of Financial Services (DFS) at the time was allowed unfettered, unchecked access to both the manual *and* automated/computerized aspects of the financial system. This included, but was not limited to, what amounted to super-user access to the financial module of NNMC's Banner System (ERP). As a result, she was able to effect adjustments to account balances, cash deposits records, and the accounts receivable subsidiary ledger. She was also able to adjust balances through journal entries without review and approval. Clearly, the reasons that the defalcation occurred are numerous. However, ultimately, the embezzlement occurred due to the lack of supervision and oversight over the DFS, the lack of thorough, ongoing review of the NNMC's finances by the previous executive management team, and, finally, the suspension of the internal control system throughout the period of the defalcation.

NNMC has made a plethora of changes and has implemented a strong system of internal control that is followed strictly. Some of the specific efforts that NNMC has put forth are as follows; however, please note that this is by no means a complete list.

- A new [Vice President for Finance and Administration \(VPFA\)](#) was hired in June 2017. For the

first time in the college's history, the VPFA is a CPA with a background in financial audit and internal control systems and has over 40 years of experience in the financial accounting, audit, and tax arena.

- A [Financial Comptroller \(FC\) position](#) was established and filled in June of 2018. The FC is a Certified Government Financial Manager (CGFM) with over 30 years of experience in governmental financial accounting and audit.
- In October 2017, the NNMC hired its first [Compliance Officer \(CO\)](#) to oversee all contracts, purchasing, and federal grant compliance. She is a Certified Procurement Officer with approximately 25 years of experience in the financial arena.
- Last year, the NNMC hired two additional [accountants](#) and will hire two more during the current year. Both accountants that have already been hired hold a BS Accounting. One of the incumbents has over 25 years of experience in financial accounting.

Finally, NNMC has revamped its internal control systems, policies, and procedures. [At a May 29, 2018, special meeting](#), the NNMC Board of Regents (BOR) voted unanimously to adopt the State of New Mexico Procurement Code appertaining regulations. While state colleges and universities in New Mexico are required to follow the statutory provisions of the New Mexico Procurement Code, they are not required to follow the appertaining regulations promulgated by the New Mexico Department of Finance & Administration and the New Mexico General Services Division. By voluntarily adopting these regulations, the BOR implemented oversight and review over NNMC's purchasing and contracting functions that is stricter than all other higher education institutions in New Mexico.

Processes and procedures that NNMC has adopted to date in order to ensure strict internal control and compliance over its financial transactions include:

- [Code of Conduct Policy](#)
- [Cashier Inflow Procedure](#)
- [Daily Deposit Transaction Log](#)
- [Non-Cashier Inflow Procedure](#)
- [Property Management and Control Policy](#)
- [Procurement Policy and Procedure Guide](#)
- [Travel Policy and Procedure Manual](#)
- [Disposal and Donation of Property Policy](#)
- [Sub-recipient Monitoring Policy](#)
- [IT Policy and Procedures Manual](#)

There is clear, objective evidence that these policies and accompanying changes are working. For example, the number of findings in the audits from [2017 to 2019](#) has been reduced by 68% from [41 to 13](#), respectively. Obviously, more needs to be done, but NNMC has taken and will continue to take, measures to ensure the highest level of accountability and transparency.

NNMC documents its expectations for ethical and responsible conduct in its Campus Policies and Board Policies, which include the [Faculty Handbook](#), [Staff Handbook](#), and the Collective Bargaining Agreements for [Full-Time Faculty](#), [Adjunct Faculty](#), [Nonexempt Staff](#), and [Student Handbook](#). The "[Policy on Policies](#)" establishes that changes to any policy require a mandatory 15-day vetting period for community and stakeholders' input, and mandatory legal review to guarantee consistency with federal and state laws, and to give ample time to avoid inconsistencies among college policies. No new policy or policy change can be submitted for BOR approval unless these minimum requirements have been met. The vetting period initiates with an [email broadcast](#) to all faculty, staff, and students.

The Collective Bargaining Agreements that regulate conditions of employment for most NNMC employees have been effectively negotiated consecutively for the last two years (after a decade of inaction), and important improvements have been made in them to address integrity and ethical issues such as [nepotism](#), [discrimination](#), and [outside-employment](#). Similarly, after ten years without revisions, the Faculty Handbook was updated in 2018 to eliminate any inequities or inconsistencies among the faculty members covered by the bargaining unit and the faculty members who were not part of it.

The institution also implements and enforces a [Code of Conduct Policy](#) that is applicable to all NNMC employees. Conflict of interest is addressed in this policy as well.

All new employees are oriented with Northern's [Respectful Campus Policy](#). The newly established Assistant Provost serves as Northern's Title IX Coordinator and is the designated entity on campus for assuring compliance with all College policies, state and federal laws and regulations that apply to the civil rights of individuals.

Employees are required to participate in preventative and informal training on Title IX. [Title IX Training](#) is provided bi-annually and faculty and staff are required to participate at least once every two years. Students, faculty, and staff are encouraged to report unethical or unlawful behavior to the Title IX Coordinator who is the employee responsible to address these issues and applying the [Title IX Grievance Policy](#). Protocols for educating employees about ethical practices are varied but informal--open meetings, employee/faculty handbooks, new employee orientation, and performance reviews. NNMC is currently working to update the Title IX policy to address the changes that came from the U.S. Department of Education.

Similarly, a system of checks and balances is in place to guarantee the integrity of other academic operations. For example, changes to the curriculum require chair approval, curriculum committee approval, and Faculty Senate as described in the [Undergraduate Curriculum Handbook](#). Additionally, the development of new programs goes through a meticulous process that involves faculty approval (educational policy, curriculum committee, and Faculty Senate), relevant student services approval, administration approval, and BOR approval as described in the flow chart and template form to authorized [new programs](#).

NNMC maintains strict control on faculty credentials and for every single course offered each semester, all [instructors need to be approved](#) to teach a particular course by three instances: another faculty member in the field, the chair or dean, and the Provost. The integrity of online courses is also maintained by having in place a [peer-reviewed process for online courses](#) and appropriate [faculty credentials](#) to teach online.

Finally, the BOR has mechanisms and processes in place to conduct itself ethically and with integrity. Four out of five members were newly appointed to the NNMC BOR in January 2019 after a change in state administration. The new members met on March 22, 2019. All were given an in-depth presentation by the external auditor on the results of the [audit for the fiscal year 2018](#). The VP of Finance and Administration and departments under his direction met with a new Board member who is part of the Finance and Audit Committee. This Board member was presented with an operations overview of each department. In addition, NNMC invited the legal counsel from the state Department of Higher Education to provide an [overview of the Board's fiscal responsibilities](#) and requirements under the [Open Meetings Act](#).

NNMC is governed by a five-member BOR appointed by the governor and confirmed by the State

Senate. NNMC's [Board of Regents Policy](#) is the primary document that provides for the ethical governance of NNMC. It is the policy of the BOR that the performance of their duties shall adhere to the highest of standards set forth in this document.

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- VP\_FINANCE\_HR Grants Contracts Procurement Compliance Officer-CPO (GCPC)
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- VP\_PROVOST\_Faculty Credentials Online Teaching
- VP\_PROVOST\_Online Course Review and Approval Process
- VP\_PROVOST\_Rules and Procedures for Faculty Credentials To Teaching DL courses
- VP\_PROVOST\_Title IX Training
- VP\_PROVOST\_ACADEMICS Curriculum Committee Handbook
- VP\_PROVOST\_ACADEMICS New Degree Program Approval Process
- VP\_PROVOST\_Faculty Credentials Fall 2017-Spring 2020

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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2.B Northern New Mexico College (NNMC) strives to present itself clearly and accurately to students and the public regarding its programs, requirements, faculty and staff, cost to students, control, and accreditation relationships.

NNMC's [website homepage](#) provides direct access to information about [academic programs, certificates and degrees](#) offered, [admission requirements and processes](#) for all students, [tuition and fees](#), [student services](#), and [student life](#) information. This information is important to prospective students, including dual credit, first-time, returning, transfer, and international students. [News and Events and the Northern Events Calendar](#) inform the college community and the public about upcoming activities. A [college directory](#) provides contact information for all faculty, staff, and college departments.

NNMC's website homepage features a set of [five icons](#) to help prospective students step through the admissions process: [Apply](#), [Financial Aid](#), [Advisement](#), [Register/Pay for classes](#) and [Welcome](#) to NNMC. Access to these steps and web pages is replicated in the [Student menu](#) as well.

The [About Northern](#) menu provides expanded information about NNMC, detailing required [Consumer Information](#) (pursuant to the Higher Education Opportunity Act-HEOA-of 2008), and [Institutional and program accreditation relationships](#), including the HLC Mark of Affiliation, and the College's additional professional accreditations, with links to each accrediting body's web page. The [Why Choose Northern](#) page describes [NNMC's value](#) as the most affordable public 4-year institution in New Mexico and highlights the college's unique [undergraduate student research opportunities](#) and [student clubs and organizations](#). The About Northern menu also provides links to the College's [Administration](#) and governing [Board of Regents](#) webpages.

[NNMC GO APP](#) is a mobile app designed primarily to serve current students, providing access to their courses, grades, payment portal, and faculty, staff and office contacts, in addition to campus events information and access to social media.

The [Financial Aid Office](#) uses a [Net Price Calculator](#) and information on the [Cost of Attendance](#) web page to aid future students and their families to determine the true cost of attending NNMC. The [Tuition & Fees](#) page details tuition and general fees for all types of students, [how student fees are spent](#), and our [tuition discount and shared tuition programs](#).

The [Academic Catalog](#) provides information about the admissions process and requirements (page 7-24), academic programs and requirements (pages 65-169), tuition (page 33), general fees (page 33), and other fees (page 34), tuition discount programs (page 49), financial aid, student services (page 43-57), and scholarships (page 48-49). Via the website, students can also access [academic degree plans](#) for the bachelor's, associate and certificate programs offered at NNMC.

The [Schedule of Classes](#), available both in print and on the web, provides information about available sections, times, locations, and instructors. The schedule is produced on a semester basis, and is distributed broadly to the community, including insertion in local newspapers, and provides the same admissions and enrollment information as the website and catalog.

In terms of accreditation, NNMC mainly uses its website and academic catalog to inform the public about its accreditation relationships. NNMC's regional accreditation with HLC is communicated to stakeholders on page 1 of the Academic Catalog and through several links easily available on the [website](#).

NNMC has several programs that have specialized accreditation including the Nursing Programs ([ACEN](#) and [CCNE](#)), Engineering Programs ([ABET](#)), Business Programs ([ACBSP](#)), and Teacher Ed Programs ([NCATE](#)). The fact that the programs have received specialized accreditations is communicated both on the website of the specific academic department and in the academic catalog (pages 6 and 7, and also along with the program descriptions).

\*\*\* The text below has been merged from Core Component 3.E \*\*\*

3.E NNMC fulfills the claims it makes for an enriched educational environment.

3.E.1 Co-curricular programs are suited to NNMC's mission and contribute to the educational experience of its students.

The [NNMC Mission Statement](#) states that the institution will provide “access to affordable community-based learning opportunities that meet the educational, cultural, and economic needs of the region.” An indirect measure of how NNMC fulfills its claim to contribute to the educational experience is that the [graduation rate](#) has improved 15% in AY14-15 to 23% in AY 18-19. Although this is the outcome of several intentional activities, co-curricular programs are a very relevant factor. The co-curricular programs at NNMC have the purpose to transform the whole student experience by promoting co-curricular activities in the following areas: Health & Wellness, Social and Personal Growth, Culture & Identity, Student Leadership & Engagement, Campus and Community, and Career & Lifelong Learning. To guarantee that co-curricular programs contribute to the educational experience of students, a [co-curricular assessment cycle](#) has been developed and used since 2017. A page on the NNMC [webpage is dedicated](#) to co-curricular assessment. More about this assessment process can be seen in Criterion 4.

The following is a list of relevant co-curricular activities:

- The library offers [instruction sessions](#) in conjunction with classes as well as prepares [research guides](#) to support courses.
- Tutoring Centers: the [Math Tutoring Center](#), the [Madrid Tutoring Center](#), and the [Writing Center](#) offer multiple opportunities for students to enhance their skills beyond the classroom assignment.
- [Trickster](#): Students and faculty have an opportunity to submit original stories, poems, and art to



this NNMC publication.

- Active current [student clubs](#) include: [ASNNMC- Student Senate](#), SLAC-Student Life; NNMC Travel Club; Active Minds; SNA (Student Nursing Association); AISO (American Indian Student Organization); Cosmetology and Barbering Club; Drama Club; Gay-Straight Alliance; Multi-Faith Club; NESA (Northern Engineering Student Association); NNMC Blues Rock Band; NNMC Stem Scholars; Northern Student Veterans; Phi-Theta-Kappa; and SACNAS (Society for Advancement of Chicanos and Native Americans in Science).
- Other examples are discussed below in 3.E.2.

3.E.2 NNMC demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service-learning, religious or spiritual purpose, and economic development.

NNMC demonstrates its commitment and evinces a longstanding and productive culture of positive contribution to student's educational experience in different ways that are explained next.

Faculty are involved in research and creative activities that produce opportunities for students to engage in applied learning. For example, during [NNMC's 15<sup>th</sup> Annual Academic Research Symposium](#) which was held during the Spring 2019 semester, at least 30 types of research projects were presented and displayed for the college and community to see. In response to the Covid-19 crisis, the [16<sup>th</sup> Annual Academic Research Symposium](#) was successfully held virtually.

Other types of community engagements include: [2019 Espanola Community Matanza](#), [Annual NNMC Expo Career fair and Community Resources](#), [free Ozomatli concert and New Normal event](#) which was free to the community, an intermittent series of art exhibitions at the NNMC Center for Arts Gallery, El Rito Studio Tour Mercado, and many other community events which engaged community members as well as the NNMC community.

NNMC's faculty provides service-learning to the community in different ways. For example, the NNMC has provided elementary and middle school students with lessons in different fields of study. The program was called "Friday Academy" and was held on Fridays in one to two-hour sessions. Students were able to visit NNMC and have a hands-on college learning experience. Other service-learning experiences include opportunities for accounting majors to provide income tax preparation for low-income and seniors of the community and a SWAG program where middle school students are taught budgeting skills. During the 2017 and 2018 summers, NNMC hosted the [Math Circles workshop](#) and in May of 2019, the [Julia Robinson Math Festival](#) was hosted by NNMC in coordination with STEM Santa Fe, Los Alamos National Laboratory (LANL), and Carlos Vigil Middle School.

Another initiative that takes place on campus quarterly is the presentation by the President of the [State of the College](#) address and Budget Community Forum. All students, faculty, staff, and community members are invited to learn the state of the major college initiatives.

NNMC continues to offer Biology Chemistry and Environmental Science (BCES) [seminar series](#) which hosts speakers from LANL who have spoken to students and the college community on a range of topics in biology and biomedical topics. Students are given opportunities for research through the New Mexico Alliance for Minority Participation ([NM-AMP](#)) program and the IDeA Networks of Biomedical Research Excellence ([NM-INBRE](#)) program.

The College Assistance Migrant Program ([CAMP](#)) provides support and retention services to first-

year college students from migrant and seasonal farmworker families. CAMP provides the following services: scholarship to cover tuition and fees; stipend for textbooks and supplies; monthly training & transportation stipends; academic skills assessment & program orientation; tutoring & study skills assistance; cultural events; peer mentoring; and a CAMP course.

NNMC also offers an Engaging Latino Communities for Education ([ENLACE](#)) program and an Upward Bound ([UB](#)). ENLACE prepares high school students, particularly Latino students, for college and enhances their leadership skills. UB is a federal program designed to support low-income students from all backgrounds. It offers free services, including academic tutoring, mentorship, financial guidance, and enrichment activities that improve educational access and retention

In Fall 2016, NNMC was also awarded an [NSF INCLUDES](#) grant [1649296](#) entitled "Northern New Mexico STEM Mentor Collective" which has allowed it to engage in STEM outreach with local schools including Hernandez Elementary School, Pojoaque Valley Middle School, Espanola Valley High School, and [Capital High School](#) using NNMC students and faculty as mentors. Through this grant, coding and mathematics were introduced on Fridays at Pojoaque Middle School in 2018.

In addition, the Small Business Development Center (SBDC) at NNMC has played an active role in the community by providing assistance and training for business development. This SBDC center has received multiple awards including the [best center](#) in the state of New Mexico.

Finally, [Student Life and Co-curricular Assessment Committees](#) are coterminous committees that share many of the same members. While the Co-curricular Assessment Committee coordinates the assessment of activities/experiences outside of the classroom on campus, Student Life organizes, hosts, and/or funds many co-curricular activities/experiences. To be efficient, meetings are combined to create support in areas of overlap of missions, but also to embed a feedback loop where missions differentiate. The Student Life and Co-curricular Assessment Committee meets weekly in the Student Government Office and houses their agenda/minutes on the [Co-curricular Website](#). This provides another way to expand the educational experience of students since they form part of these activities as [Student Ambassadors](#). Co-curricular activities and experiences are developed with input from Student Ambassadors.

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- PRES\_COMM\_NNMC\_Website Financial Aid
- PRES\_COMM\_NNMC\_Website Financial Aid Office
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## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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2.C Northern New Mexico College (NNMC) is led by a Board of Regents (BOR) appointed by the [state governor](#) and ratified by the NM Senate. It has sufficient autonomy to make decisions in the best interest of NNMC and to ensure its integrity. The BOR conducts regular discussions on institutional issues during regular and special meetings held monthly.

2.C.1 The BOR's deliberations reflect priorities to preserve and enhance NNMC. The BOR approves [new degree programs](#), conferral of degrees, the [annual budget](#), investments, facility renovation and expansion, [tenure for faculty](#), ratifies [College Bargaining Agreements](#) for all bargaining units, [strategic plans governing NNMC](#), [hiring/dismissing](#) and [evaluates the College President](#).

2.C.2. The BOR reviews and considers the reasonable and relevant interests of NNMC's internal and external constituencies during its decision-making deliberations. With the exception of executive sessions dealing with limited personnel issues and active legal actions, all meetings are open to the public. Regular and special meetings of the BOR include an allotted time for public comment. Both the Provost/VP for Academic Affairs and VP for Finance and Administration provide staff reports to the BOR. The BOR's standing [agenda](#) also allocates time for a "[Deep Dive](#)" presentation. This Deep Dive provides an opportunity for a more in-depth presentation of NNMC departments and efforts in order for the BOR to gain insight regarding the institution.

The BOR works through three committees to ensure that all matters brought before it has been given full consideration by NNMC's internal and external constituencies during its decision-making deliberations. These committees allow for the full participation of administration, staff, students, and community members. Two regents are appointed per committee. One Vice President serves on each committee along with staff and student representatives.

The [committees](#) are the following:

[Executive Team Committee](#): This committee reviews and advises the BOR on matters, activities, and policies related to institutional and BOR policies, governmental relations, regent orientation

and training, and external relations/communications.

[Audit/Finance/Facilities Committee](#): This committee reviews and advises the BOR on matters, activities, and policies related to financial accounting and reporting, internal control, risk management, fiscal compliance matters, long-range physical planning, capital projects, and operations and maintenance. The NNMC VP for Finance is on this committee.

[Student and Academic Affairs Committee](#): This committee reviews and advises the BOR on all matters, activities, and policies, related to the NNMC fulfilling its responsibilities in teaching, research, diversity, community outreach, and service. The committee attends to students' concerns about matters such as tuition, fees, financial aid, admissions, retention, student success, graduation requirements, faculty teaching and advisement, student life, student conduct, housing, and student services. The NNMC VP for Academic Affairs & Provost is on this committee.

The New Mexico Higher Education Department (HED) coordinates and oversees the laws, rules, and finances of New Mexico institutions of higher education. NNMC provides reports to the [NM Higher Education Department](#), the NM Independent Community Colleges, and the [NM Council of University Presidents](#). The BOR is under no obligation or influence from donors, public officials, or other external parties in setting the direction for the NNMC. NNMC's [Code of Conduct policy](#) includes language on conflict of interest that ensures that the BOR and high-level administration act in the best interest of the institution.

2.C.3. The BOR preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. The BOR adheres to state laws pertaining to open public meetings and records and established bylaws. [BOR bylaws](#) dictate the following: Board members are appointed by the governor but must be confirmed by the state Senate; the student member (appointed for a two-year term) is selected from a list provided by the President; no more than three board members may be of the same political party; and, appointments are for six-year terms. In addition, BOR members must abstain from any pecuniary interest that may be either directly or indirectly related to NNMC.

2.C.4 The NNMC BOR delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The President, who reports to the BOR, is NNMC's chief executive officer and generally supervises and controls all day-to-day business and affairs. The President is in charge of all employees and responsible for their performance. The President provides the Board with appropriate information in a timely manner in order for the Board to [promulgate policy](#). The President executes policies and implements identified goals through day-to-day management. The President serves as the Board's designated representative with respect to all matters concerning employer-employee matters, including evaluations, in accordance with college procedures. The President manages and controls college property and enters into contracts on behalf of NNMC, as authorized by the BOR. Finally, the President cooperatively participates in planning NNMC's long-term goals and serves as the BOR's administrative arm in carrying out those goals. The BOR approves all long-term goals.

## Sources

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## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

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2.D Northern New Mexico College (NNMC) is committed to freedom of expression and the pursuit of truth in teaching and learning.

As an institution that exists for the express purposes of education, research, and public service, NNMC is dependent upon the unfettered flow of ideas, not only in the classroom and the laboratory but also in all college activities. As such, protecting freedom of expression is of central importance to NNMC.

NNMC recognizes that the exercise of free expression must be balanced with the rights of others to learn, work, and conduct business. Speech activity that unduly interferes with the rights of others or NNMC's ability to carry out its mission is not protected by the First Amendment and violates [Northern's Freedom of Expression and Dissent policy](#). NNMC is committed to tolerating all peaceful speech activities carried out upon the campus unless those activities destroy or materially damage property, materially disrupt other legitimate college activities, or create a substantial health or safety hazard. This policy applies to all buildings, grounds, and property owned or controlled by NNMC. Speech activities protected by this policy include speechmaking, praying, the distribution of written materials, picketing, assembling in groups, demonstrating, sidewalk chalking, erecting symbolic structures, and any other actual or symbolic speech or conduct intended to communicate an idea.

NNMC is committed to the promotion of responsible academic freedom for its faculty and students. The major premise of academic freedom is that open inquiry and expression by faculty and students is essential to NNMC's mission. The [Student Handbook](#) describes NNMC'S commitment to freedom of expression, academic freedom, and the pursuit of truth in teaching and learning. In addition, the Collective Bargaining Agreements (CBAs) for [full-time faculty](#) and for the [adjunct faculty](#) describe academic freedom in detail (see Article 9, page 11 and Article 9, page 12, respectively in the CBAs). The same language exists in the Faculty Handbook that covers non-union faculty members. Academic freedom is also protected by the fact that NNMC grants tenure to their full-time faculty members (Article 20 of the full-time faculty [CBA](#), page 32 and Faculty Handbook, page 16).

NNMC's commitment to the pursuit of truth is demonstrated by the following:

- Student research symposiums ([INBRE](#))
- The [BOR public input agenda item](#)
- NNMC President [State of College address](#)
- [Ask the President link](#) on website
- NNMC [student/faculty senate participation in BOR agenda](#).

The pursuit of truth in teaching and learning entails a clear understanding and respect for honesty



and responsibility in scholarly work. NNMC has processes to monitor and enforce the legal pursuit of truth with policies against [copyright infringement](#) and [research misconduct](#), as well as an [instructional livestreaming and lecture capture policy](#). Some of these policies have been recently created as NNMC expands the offerings of online courses and its research capabilities. Similarly, NNMC has taken proactive steps to [prevent and report plagiarism cases](#) by developing forms and guidelines for faculty members.

## Sources

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## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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2.E Northern New Mexico College (NNMC's) policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

2.E.1 NNMC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

NNMC is committed to maintaining the highest standards of ethics and integrity in scholarship and research and is committed to safeguarding the rights and welfare of all participants in research under its sponsorship. The [Institutional Review Board \(IRB\)](#) for the Protection of Human Participants at NNMC provides an independent determination concerning how the rights and welfare of individual research participants are safeguarded.

In accordance with [Federal regulations](#), NNMC's IRB has at least [five members](#) with varying backgrounds to promote, complete, and adequately review research activities commonly conducted by NNMC. The IRB also possesses the professional competence necessary to review specific research activities and must be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. Any IRB regularly reviewing research involving a vulnerable category of participants must include at least one person primarily concerned with the welfare of these participants. Further, the IRB must include at least one scientist and at least one non-scientist, as well as at least one member who is not otherwise affiliated with NNMC. This individual should be knowledgeable about the local community and willing to discuss issues and research from that perspective.

In addition, NNMC is committed to the highest standards of animal research and follows the National Institute of Health and the United States Department of Agriculture's requirements. NNMC's Institutional Animal Care and Use Committee (IACUC) was founded in 2018 as a response to an institutional need to participate in animal research in laboratories and in the field. NNMC's IACUC is meant to support primary investigators (PI), students, and the institution in maintaining the highest ethical standards as it participates in a diverse array of research. The IACUC committee is governed by the [IACUC policy](#) which can be found on NNMC's website.

Beyond this, all NNMC faculty are invited to complete the CITI (Collaborative Institutional Training

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

2.E.2 NNMC students are offered guidance on the ethical use of information resources.

NNMC's Academic Standards Committee, in conjunction with Faculty Senate, works to bring campus-wide awareness and understanding about the ethical use of information. The [NNMC Faculty and Staff Resources webpages](#) contain recommendations for preventing [plagiarism](#). The importance of educating students on the proper use of information is also a presentation topic at [convocation](#) and via the peer tutoring center [workshops](#). The Committee for Learning Assessment of Students (CLAS), based on institutional assessment, dedicated a portion of their website to providing faculty with [recommended resources](#) for students, many of which deal with providing credit and adhering to academic honesty in scholarly conversations.

The NNMC Library plays a critical role in providing resources and supporting student awareness and understanding of the ethical use of information via guidance on copyright, academic honesty, and licensing:

- [Copyright Policy](#)
- [Electronic Resource Guidelines and Restrictions](#)
- [Plagiarism & Citations Guide](#)
- [Find and Use Images Guide](#)
- [Instructional LiveStream and Lecture Capture](#)

NNMC's computing and network resources, services, and facilities are limited and should be used wisely and carefully, with consideration for the needs of others. As with any resource, there is a possibility of misuse. In an attempt to prevent or mitigate such misuse, the [Information Technology Policies Manual](#), specifically the Acceptable Computer Use policy, outlines proper and improper behaviors, defines misuse and incidental use, explains rights and responsibilities, and briefly reviews the repercussions of violating these codes of conduct.

[NNMC's Student Handbook](#) contains detailed information concerning specific standards expected from each student, information about disciplinary sanctions, which could be invoked for infractions of the standards of conduct, and the appellate process applicable to appeals of disciplinary action imposed under the code. In particular, dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from NNMC.

NNMC also provides ethics courses for its students ([Course Catalog, p. 208, and p. 235](#)).

2.E.3 NNMC has and enforces policies on academic honesty and integrity.

Students are introduced to the conduct code via the [Student Handbook](#). NNMC has also developed a [Research Misconduct Policy](#) to address misconduct in research endeavors. Similarly, as was mentioned in section 2.D, the Academic Standards Committee of the Faculty Senate developed a new process to deal with [plagiarism](#) cases. The new [Assistant Provost for Student Affairs position](#), in collaboration with academic chairs and faculty members, oversees, interprets, and implements the policies and procedures related to academic misconduct and other student affairs issues.

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## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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2.S Northern New Mexico College (NNMC) acts with integrity; its conduct is ethical and responsible.

NNMC has developed and updated new policies, processes, and internal controls to guarantee accountability, integrity, and responsible conduct. NNMC continuously adopts best and redundant practices to guarantee the total integrity of its activities.

NNMC recognizes that the change of administration in 2016 allowed the institution to become aware of some poor processes, or lack of them, which facilitated the perpetration of embezzlement back in 2012.

NNMC has made extraordinary progress in terms of its perceived and actual integrity and ethical conduct. This has been acknowledged by the community at large. As an example, NNMC was selected in January 2019 as the recipient of [the "business" of the year](#) by the Espanola Valley Chamber of Commerce. Similarly, after almost five years of not being awarded new federal grants from the US Department of Education, NNMC once again started to receive awards (\$2.7M [Title V](#) in 2018 and \$1.25M [Upward Bound Grant](#) in 2017) as a result of the regained confidence of its internal processes and procedures. Finally, within the last 18 months, private foundations like [ECMC](#) have provided large grants to the institution while more than \$1.5M in contracts with the main employers in the region ([Los Alamos National Lab](#) and [N3B](#)) have been signed.

### Sources

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- VP\_PROVOST\_GRANTS Title V Grant 2018
- VP\_PROVOST\_GRANTS Upward Bound Program 2017

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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3. Northern New Mexico College (NNMC's) degree programs are appropriate to higher education.

3.A.1 NNMC courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

NNMC awards degrees and certificates which serve its [academic mission](#) to "ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region." NNMC offers [eighteen certificates, twenty-four associate degrees, and eighteen baccalaureate degrees](#). Course prerequisites and descriptions for each degree and certificate program are set forth in the [college catalog](#). Although they do not count towards degree requirements, NNMC also offers developmental courses that prepare students who are underprepared for college-level courses. Academic degrees and certificates are supported by advising, placement testing, and free tutoring in the Math Learning Center and Writing Center. Students do have opportunities to engage in research through such grants as the NM-INBRE grant and the New Mexico Alliance for Minority Participation grant, which can supplement course work. A student's academic experience is also enhanced through many co-curricular activities.

The New Mexico Higher Education Department (HED) provides oversight on aspects of the course and program offerings at public institutions in New Mexico, including courses offered at NNMC. As a result, [NNMC General Education courses](#) abide by [NM HED policies, procedures, and recommendations](#) for course content, credit hour limits for degree programs, and state-wide transferability requirements. A statewide [common course numbering system](#) was recently implemented to improve transferability and articulation between New Mexico's public and tribal higher education institutions. NNMC contributed to these endeavors and currently, the majority of NNMC's lower-division courses are numbered using the [NM HED course numbering matrix](#). Each course that falls under the common course matrix adheres to [statewide essential skills](#).

Students have the opportunity to evaluate each course and instructor every semester in different ways, depending on the course delivery model. Students taking traditional classroom courses are provided student-instructor evaluations by the traditional paper method, while students taking fully online courses are provided student-instructor [evaluations using Blackboard](#).

NNMC uses an internal [program review process](#) based on the program review policy in which programs are evaluated on a number of predetermined factors [every seven years](#). All programs, regardless of external accreditation, are required to engage in the program review process. One important aspect of the program review is to ensure a high-quality, relevant curriculum. Some programs, like the Nursing and Education programs, use student pass rates of licensure exams to evaluate their quality.

The program levels offered at NNMC are the following:

1. Associate Degrees: All associate degrees at [NNMC require a minimum of 60 semester hours for completion](#). Associate degrees include general education requirements which, as of Fall 2019, include communication, mathematics, science, social and behavioral sciences, humanities, and creative and fine arts.
2. Bachelor's Degrees: All bachelor's degrees at [NNMC require a minimum of 120 semester hours for completion](#). Bachelor degrees include general education requirements which, as of Fall 2019, include communication, mathematics, science, social and behavioral sciences, humanities, and creative and fine arts.

After the implementation of the General Education changes required by NM HED in 2018, all courses were reviewed by the Undergraduate Curriculum Committee. Moving forward, all courses that are approved by the General Education Committee at NNMC must be reviewed and approved by the statewide committee on General Education. Each course must provide a narrative that provides evidence that it will teach the skills assigned to each specific content area. These skills are described in 3.B.1.

Policies and Procedures to add courses and make changes to degree plans are found in the [Curriculum Committee Handbook \(p. 6-7\)](#).

Courses that are added to the catalog or changes to degree plans need to be first submitted by the responsible department to the Undergraduate Curriculum Committee. If the course is approved by the Undergraduate Curriculum Committee, the course is then submitted to the Faculty Senate for approval. If the Faculty Senate approves the course, the course becomes formally accepted by the NNMC upon the Provost's signature.

Members of the Undergraduate Curriculum Committee and Faculty Senate are faculty members. Since chairs or directors are considered faculty, they can also serve on the Undergraduate Curriculum Committee and Faculty Senate.

The [creation of programs](#) requires the approval of the Educational Policy Committee followed by the approval of the Faculty Senate, Provost, President, and Board of Regents in that order. For bachelor's degrees, the program proposal is then submitted to HLC and NM HED. The termination or suspension of programs begins with Program Review, which is held once a year. Programs that are being reviewed need to submit a formal report to the Program Review Committee.

Specific programs have their own accrediting agencies. These programs develop their degree plans

based on national accrediting standards. The Engineering and Technology's Information Engineering Technology program is currently accredited by the Engineering Technology Accreditation Commission (ETAC) of [ABET](#). The department of Teacher Education of Education's BA in Elementary Education and Alternative Licensure are accredited based on the National Council for the Accreditation of Teacher Education ([NCATE](#))/CAEP standards. The department of Nursing and Health Sciences offers an Associate Degree in Nursing (ADN) program that is accredited by the Accreditation Commission for Education in Nursing ([ACEN](#)) and the Bachelor's Degree in Nursing is accredited by the Commission on Collegiate Nursing Education ([CCNE](#)). The department of Business Administration's bachelor's and associate degrees are currently accredited by the Accrediting Council for Business Schools and Programs ([ACBSP](#)).

All programs are assessed through college-wide student learning outcomes (CSLOs) and program-level student learning outcomes (PSLOs). The Committee for Learning Assessment of Student (CLAS) [Curricular Assessment Plan](#) outlines the current process, [cycle](#), and timelines for assessment of these specific student learning outcomes.

NNMC has adopted four college-wide student learning outcomes (CSLOs) and [standardized rubrics](#) for [Communication](#), [Critical Thought](#), [Information Competency and Research](#), and [Cultural Sustainability](#) to ensure interrater reliability when assessing artifacts associated with the outcomes.

The Committee for Learning Assessment of Student (CLAS) [Curricular Assessment Plan](#) outlines the current process, [cycle](#), and timelines for assessment of these specific student learning outcomes. In addition, each program also assesses [program-level student learning outcomes](#) to guarantee that the levels of performance are adequate to the degree.

3.A.2 NNMC articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

NNMC only offers undergraduate degrees with the exception of one post-baccalaureate certification in Information Engineering Technology. Courses numbered beginning with a 1 or a 2 are lower-division courses, while courses numbered beginning with a 3 or a 4 are upper-division courses with prerequisites that satisfy Bachelor's degree requirements. Upper-division courses require higher levels of learning (analysis, synthesis, and evaluation) and a higher level of achievement compared to lower-division courses.

Each department has developed specific [Program Student Learning Outcomes \(PSLO\)](#) for each of its degree programs. The departments of Business, Education, Engineering, and Nursing have [PSLOs that meet the standards of their accrediting agencies](#).

[Examples](#) of how the associates and bachelor's programs differentiate clearly in terms of the PSLO are easy to understand by comparing programs in the same field. For instance, 1) [Associate in Pre-engineering vs Bachelor in Electromechanical Engineering Technology](#); 2) [Associate in Business Administration vs Bachelor in Business Administration](#); 3) [Associate in Nursing vs Bachelor RN to BSN](#). It is important to notice that all the associate degrees offered at NNMC are stackable and articulate with a bachelor program also offered at the institution.

3.A.3. NNMC's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).



NNMC offers a diverse selection of face-to-face, hybrid, and online courses. According to the table on page 7 of the [2019 Factbook](#), in Fall 2019, 51 Web-based/hybrid classes and 280 traditional face-to-face classes were offered. All online and hybrid courses use [Blackboard](#) for online delivery. Student learning outcomes in [syllabi](#) are the same for all modes of delivery (face-to-face, hybrid, online, and dual credit courses). NNMC is also part of the State Authorization Reciprocity Agreement (SARA) which requires that its member states offer high-quality distance education courses.

All NNMC faculty who teach online and hybrid courses are required to take college-sponsored [online training](#). Beginning in May of 2019, the [NNMC Provost notified all NNMC faculty](#) teaching hybrid and fully online courses about the [Online Course Review and Approval Process](#) that they would need to demonstrate evidence that they are trained and qualified to teach in an online environment using the available Learning Management System and technologies. Fully online courses must demonstrate through the Online Course Review Process that they [meet 85% of Quality Matters™ Rubric Standards](#) (2014,5th edition & QM Higher Education Rubric 6th Edition). Quality Matters is a nationally recognized, peer-reviewed process that certifies the quality of online courses. The [online course review process](#) can only be initiated by the director or chairperson. All online courses taught beginning in Spring 2020 must have the full approval of the Online Review Committee (ORC) and be taught by a [credentialed faculty member](#). This applies to all full-time, part-time, and adjunct faculty.

For those faculty lacking in online teaching credentials or wanting to "update" their current skill set, NNMC offers two options (1)tuition reimbursement for Central New Mexico Community College's [Online Teaching and Learning Certificate](#) through Title V CASSA grant and (2) fee reimbursement for faculty participating Quality Matters [instructor training](#). To assist faculty and to maintain a consistent look for NNMC's hybrid and fully online courses, a Blackboard Course Template was designed with the assistance of the [Distance Education Committee](#) and successfully deployed Fall Semester 2019. The template has since been deployed for all Blackboard courses (including traditional) beginning with the start of Spring Semester 2020. NNMC engaged with Zoom Videoconferencing to provide [Zoom licenses](#) for all NNMC faculty and students beginning in the Fall Semester of 2019. This has been met with quick acceptance by faculty who use it in their teaching, advising, and class and group meetings.

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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Argument

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3.B Northern New Mexico College (NNMC) demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.1 NNMC's general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

NNMC has a working General Education Committee that ensures that its general education program is relevant in terms of mission and program offerings. This committee reviews additions and deletions to the General Education core and ensures the curriculum is appropriate to NNMC's overall mission, educational offerings, and degree levels. According to the [NNMC's General Education Committee](#): "Northern New Mexico College's general education requirements reflect the values of the college and its faculty. The purpose of these courses is to help you achieve a foundation of knowledge that broadens and enriches your abilities to communicate, to think critically, to problem solve, and to broaden your world view regarding global awareness, human values, and social consciousness. These selections call for you to develop written and oral communication skills, problem-solving skills, scientific, historical, cultural, and ethical thinking."

3.B.2 NNMC articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education at NNMC is grounded in a philosophy or framework adopted from the New Mexico State-Wide General Education Taskforce. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that NNMC believes every college-educated person should possess.

The General Education Committee recently redesigned the entire General Education curriculum in academic years 2017-2019 according to the New Mexico Higher Education Department

(NMHED) [regulations](#) to include six content areas, constituting 22 credit hours (Communication, Mathematics, Science, Social and Behavioral Sciences, Humanities, and Creative and Fine Art). The Faculty Senate determined that the content and skills taught in our General Education curriculum imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that NNMC believes every college-educated person should possess. Each content area is required to teach a subset of essential skills which include Communication, Critical Thinking, Quantitative Reasoning, Personal and Social Responsibility, and Information & Digital Literacy. The skills associated with each of the content areas are included below. NMHED allows each institution to develop a specific curriculum for 9 additional hours.

<b>Content Area</b>	<b>Skills Associated with the Content Area</b>	<b>Credit Hours</b>
Communication	Communication, Critical Thinking, Information & Digital Literacy	6
Mathematics	Communication, Critical Thinking, Quantitative Reasoning	3
Science	Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning	4
Social & Behavioral Sciences	Communication, Critical Thinking, Personal & Social Responsibility	3
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility	3
Creative and Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility	3

A mandatory convocation meeting for all faculty was held in January 2018 to discuss the content of the flexible 9 hours. The content of these hours was approved by the [Faculty Senate upon the second submission from the General Education Committee](#).

For the additional 9 credit hours, two different curriculum tracks were selected, one for the Science, Technology, Engineering, Math, and Health Sciences (STEMH) majors, and one for the non-STEMH majors. Both tracks require a student to take a speech and a civics course. For the third course, STEMH students need to take ES 205 Critical Thinking in Science (ENVS 2130 under the recently launched common course numbering system) or PSY 290 Developmental Psychology (now PSYC 2120) for nursing majors, while Non-STEMH students need to take one English course from a selection of five English courses. The current list of [General Education courses](#) is listed in the Fall 2019 - Summer 2020 catalog.

Courses that are adopted into the General Education matrix need to be 1. Approved by the General Education Committee, 2. Approved by the Faculty Senate, and 3. Certified by the NMHED General Education curriculum to ensure they teach the required skills. General Education courses are 100 and 200 level courses. Certification began in Fall 2018 and will be completed by Fall 2022 during which NNMC submitted courses in the content areas of Communication and Mathematics and Spring 2019 during which NNMC submitted courses in Science. NMHED has a rigorous review process which determines if the required skills are taught in submitted general education courses from each institution.

As outlined in 4B1, General Education courses were assessed by college-wide student learning outcomes assessments. In 2019, the NMHED implemented a new model for general education courses [NM HED requirements](#). Given the nature of general education requirements mandated by NMHED, there is some overlap between the aforementioned outcomes and CSLOs (College-wide Student Learning Outcomes) which were developed prior to the NMHED mandate. The Office of the Provost named an [ad hoc committee](#) to make recommendations about how to best integrate the assessment of General Education outcomes in response to the recent NMHED requirements. NNMC anticipates a rudimentary framework will be in place, and a detailed draft plan will be presented to and approved by faculty representatives in 2020-2021.

3.B.3 Every degree program offered by NNMC engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Every degree program described in the [academic catalog](#) demonstrates that NNMC has mandatory General Education requirements. Courses that fall into NNMC General Education must be approved by NMHED for inclusion in the curriculum as articulated in 3.1.A. The [General Education requirements set by NMHED](#) require that the 31 credits in content areas be addressed (15 credits for Applied Associate Degrees): Communication, Mathematics, Science, Social and Behavioral Sciences, Humanities, Creative and Fine Arts. It also requires the five essential skills to be covered through the content areas: Communication, Critical Thinking, Quantitative Reasoning, Information and Digital Literacy, Personal and Social Responsibility. [Documents](#) submitted during the application process for a course to be included in General Education articulate where students are learning the aforementioned skills, including analyzing and communicating information.

The NMHED approved [Communication, Science, and Creative Fine Arts courses](#) ensure all students are engaged in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments. The use of [master syllabi](#) for all courses helps to guarantee that these skills are covered by all instructors that teach these courses.

Beyond the nature of General Education courses, NNMC identified CSLOs, Communication and Information Competency and Research, that align with NMHED essential skills and are assessed on a periodic basis (Assessment Day Data [2018](#), [2019](#), [2020](#)). In an effort to better integrate new General Education essential skills assessment with CSLO assessment, a [draft curriculum map](#) (pages 3-5) details where essential skills will be assessed.

Specific courses in each degree program also require students to hone these skills. For example, all bachelor's degree programs have mandatory [Writing Intensive Courses \(WIC\)](#) which require students to compose, collect, and cite sources within the course at a higher level. NNMC also promotes the [Annual Academic Research, Creativity, and Scholarship Symposium](#), a showcase of student work that demonstrates the aforementioned skills, and that is discussed later in section 3.B.5.

3.B.4 The education offered by NNMC recognizes the human and cultural diversity of the world in which students live and work.

NNMC offers a diversity of courses within the content area of Humanities, which resides within the General Education core. Students are required to take a course in any of the Humanities fields offered, which are classified under Humanities, History, Philosophy, or Chicano and Pueblo Indian Studies. The individual courses that address cultural diversity are listed below.

### *Humanities*

[HUMN 1110 Introduction to World Humanities I](#)  
[HUMN 2110 Introduction to World Humanities II](#)  
[HUMN 1120 Search for Meaning](#)  
[HUMN 2120 Comparative Religion](#)  
[HUMN 2130 World Mythology](#)

### *History*

[HIST 1150 Western Civilization I](#)  
[HIST 1160 Western Civilization II](#)

### *Philosophy*

[PHIL 1120 Logic, Reasoning and Critical Thinking](#)  
[PHIL 2110 Introduction to Ethics](#)

### *Chicano and Pueblo Indian Studies*

[CCST 2110 Introduction to Chicana and Chicano Studies](#)  
[PINS 1110 Introduction to Pueblo Indian Studies](#)

In addition, NNMC regularly collects information through rubrics on Cultural Sustainability. Cultural Sustainability is one of four college-wide student learning outcomes. Information collected from the rubrics is reported back to the college in an assessment day. Each program determines the assessment tool used for Cultural Sustainability. Faculty then decide on measures to improve low-scoring items in the following year.

NNMC offers a wide range of [co-curricular activities](#) that recognize human and cultural diversity.

The [2019 Factbook](#) states that 72% of NNMC's student body is Hispanic and 8% is Native American. Currently, according to the same Factbook, 33% of full-time faculty members and 38% of the adjunct faculty members at NNMC are Hispanic. Thus, NNMC's population of students and faculty enrich the classroom and co-curricular activities with a rich and diverse history of backgrounds and experience.

NNMC also supports an Office of Equity and Diversity (OED) whose role is to sponsor events on campus to educate, inspire, and engage students, faculty, staff, and the greater community. Recent activities sponsored by the OED office increased campus-wide awareness of [Black History Month](#), [Martin Luther King Day](#), [Hispanic Heritage Month](#), [Gay-Straight Alliance](#), and individuals with disabilities.

NNMC organized a trip to [Costa Rica in Spring 2020 and another one to Italy and Greece in 2021](#) for students and faculty. Unfortunately, due to the COVID-19 crisis, the Costa Rica trip was suspended. The NM Alliance for Minority Participation (AMP) grant also offers partial funding for international travel.

The College Assistance Migrant Program ([CAMP](#)) at NNMC provides support and retention services to first-year college students from migrant and seasonal farmworker families. CAMP works with faculty, student services, and community-based agencies to improve educational opportunities for

CAMP students.

The Title V CASSA grant offered faculty professional development which stressed several relevant skills in [classroom management](#) and [leadership](#).

3.B.5 The faculty and students at NNMC contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to the programs and NNMC's mission.

Scholarly activity is one of the four criteria (Teaching, Scholarly Activity, Advisement, and Service) which is evaluated when a faculty member applies for tenure (Faculty Handbook, page 22 and full-time faculty [CBA](#), article 20, page 36). Scholarly activity is also one of the activities evaluated in the yearly faculty evaluation. Thus, all faculty are expected to contribute to scholarship and advance knowledge within their field.

Faculty accomplishments are highlighted in the annual Faculty Appreciation Luncheon each Spring ([2017](#), [2018](#), [2019](#)). The 2019 accomplishments included 6 awards, 14 publications, and 10 presentations. Certifications were achieved by 9 faculty members and also 9 faculty were involved with grants and programs. Community collaborations were cited by 8 faculty, and another 5 faculty served on external task forces. A summer sabbatical was awarded to one faculty and one faculty member participated in a visiting faculty position in Summer 2018 at Los Alamos National Laboratory. Another faculty member received an internally-funded sabbatical in Spring 2019. Eleven additional faculty attended workshops to enhance or contribute the knowledge in their field. Five faculty participated in the [ESCALA workshop](#) in Summer 2019 which was funded by our Title V grant to improve their teaching.

NNMC student research and field experience opportunities include:

- [Annual Research Symposium \(ARS\)](#) Spring 2020 was the sixteen-time the event was offered. Due to the COVID-19 crisis, the symposium was presented virtually through Zoom. Information on the face-to-face Spring 2019 ARS is [here](#).
- Biology Chemistry and Environmental Science offers a [seminar series](#). Speakers are invited to speak on primarily biology topics.
- [New Mexico Alliance for Minority Participation Student Research Conference](#) which is attended annually by students in October in Las Cruces at New Mexico State University. Renewable scholarships (\$1000/semester) are available to STEM minority students to engage in faculty-mentored research.
- Students and faculty have an opportunity to submit original stories, poems, and art to the Northern New Mexico College publication [Trickster](#). Accepted submissions are published in the collected work which is professionally edited and arranged. Two faculty members also served as advisors for the publication. Students and faculty also have the opportunity to read their contributions at a Trickster event. Several students attended the [Tucson Book Festival Conference](#) (Spring Semester 2018).
- New Mexico IDeA Networks of Biomedical Research Excellence ([NM-INBRE](#)) opportunities are available to faculty and students to perform biomedical research. Students participated and won first place at the NM-INBRE Poster Presentation in July 2019 and the New Mexico [Academy of Science Research Symposium in October 2019 \(ARS 2019\)](#).
- NNMC students also attended the [Society for Advancement of Chicanos/Hispanics and Native Americans in Science \(SACNAS\)](#) annual conference.
- Environmental Science & Ecology [Field Research at Valles Caldera](#)
- Wildland Fire Science Research in Carson National Forest

- [Internships at Los Alamos National Labs](#) and exchanges with partner schools, including community-oriented [clinical and research experiences in Nursing & Health Sciences](#) and [mobile app development in Information Engineering Technologies](#)
- [Students from the Department of Engineering and Technology have participated in opportunities](#) such as state-wide NM conferences, summer undergraduate research programs, internships, and have developed professional small scale industry-level software applications.

Finally, NNMC promotes scholarship and creative work through extra-curricular activities, events, and clubs. For example, NNMC has hosted a community [Garlic Festival in the Summer](#), during which garlic is harvested. [Active current student clubs include:](#) ASNNMC- [Student Senate](#); SLAC- Student Life; NNMC Travel Club; Active Minds; SNA- Student Nursing Association; AISO (American Indian Student Organization); Cosmetology and Barbering Club; Drama Club; Gay-Straight Alliance; Multi-Faith Club; NESA (Northern Engineering Student Association); NNMC Blues Rock Band; NNMC Stem Scholars; Northern Student Veterans; Phi-Theta-Kappa; and SACNAS (Society for Advancement of Chicanos and Native Americans in Science).

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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3.C NNMC has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1 NNMC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty which include: oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

Reported in Fall 2016, NNMC employed [37](#) full-time faculty. As of Spring 2020, the number of full-time faculty is now [53](#). Twenty-five (25) of these faculty have terminal degrees. The faculty to program ratio back in 2016 was 1.6 and now it is 2.6. This improvement addresses a concern that NNMC had at the last HLC visit in Spring 2016.

While NNMC has experienced some faculty turnover, faculty received at least a 4% raise beginning in the 2019-2020 academic year, and most associate professors received [larger raises](#) in order to improve faculty retention. Faculty raises were based on a [study](#) that was completed in December 2018. Faculty salaries were gathered from different departments at institutions that are comparable and similar to NNMC. These were used to identify faculty discrepancies with the market and guide negotiations with the Union.

Full-time faculty members are provided with sufficient time for instruction, for course preparation, for contact with students outside the course room (office hours), and for participation in the shared governance committees.

Faculty are required to teach 12 credit hours each semester and maintain at least 5 office hours per week. The number of credit hours faculty are required to teach ([Faculty Collective Bargaining Agreement p.27](#)) was reduced from 15 to 12 credit hours in Fall 2018. The average class size in 2018 was 14 for lower-division courses (100 and 200 level) and 6 for upper-division courses (300 and 400). A faculty member's primary responsibilities are the teaching and advisement of students. However, some faculty conduct research and [mentor students in research projects](#). The current student to faculty ratio in classes is 12:1 ([see table 12](#)). Thus, faculty at NNMC do not have to contend with the challenges of large classes, and faculty often get to know the students in their classes well (especially upper-division classes).

One of the five components of the [annual faculty evaluation](#) is College and Community Service in which faculty are required to participate actively in at least one faculty senate committee (governance) and attend at least 80% of the meetings of their committee. Tenure track faculty also need to report on their committee service in the portfolio they submit when applying for [tenure](#).

Faculty participate in the development of curriculum through the [Undergraduate Curriculum Committee](#). New courses and course changes need to be approved by the Undergraduate Curriculum Committee and subsequently approved by the Faculty Senate.

Faculty participate in the assessment of student learning each semester through the activities of the [Committee for Learning Assessment of Students \(CLAS\)](#), by incorporating the college-wide student learning outcomes (CSLOs) within their syllabi, and by completing online SurveyMonkey forms designed to collect data for the curricular assessment using rubrics for each of the CSLOs. Results are stored on the Institutional Research Curricular Assessment web page and discussed by faculty on an annual Assessment Day ([2018](#), [2019](#), [2020](#)).

While NNMC accredited programs have been assessing program-specific learning outcomes (PSLOs) for many years, all NNMC departments have been required to standardize the reporting of the performed assessment for PSLOs beginning in Fall 2019. [Program student learning outcomes and curriculum maps](#), and [assessment plans](#) were developed and implemented within each department.

3.C.2 All instructors at NNMC are appropriately qualified, including those in dual credit, contractual, and consortial programs. When determining acceptable qualifications of its faculty, NNMC follows HLC guidelines.

NNMC gives primary consideration to the highest earned degree in the discipline. The same qualification process applies to dual credit and all college faculty. The College also considers competence, effectiveness, and professional capacity, including, as appropriate, professional licensure and certifications, undergraduate and graduate degrees, related work experiences in the field, professional honors and awards, academic and/or regional community service, and continuous documented excellence in teaching. Other demonstrated competencies and achievements that contribute to effective teaching, student learning outcomes, and institutional advancement are also considered ([Pages 9-14 of Faculty Handbook](#)).

Chairs are responsible for verifying the [academic credentials](#) for faculty and adjunct faculty. The academic credentials require faculty to have at least a master's degree in the subject area to teach general education courses. Faculty who have a master's degree can also teach a course if they have 18 graduate hours within the subject area. The only exception can be obtained if a faculty meets the criteria established in the [Tested Experience](#) form which is reviewed by the departmental chair and Provost. Each chair submits a binder to the Provost's office every semester with instructor credentials

for each course. The Office of Human Resources retains the official transcripts of all faculty at NNMC.

3.C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

NNMC's faculty members are evaluated every year through the [annual faculty evaluation](#) process. The evaluation for faculty includes two stages: pre-evaluation and evaluation as described on [page 30](#) of the Collective Bargaining Agreement. The evaluation stage assesses whether the faculty member met the goals established in the pre-evaluation stage. The annual faculty evaluation is a component of a faculty member's dossier when applying for tenure.

All instructors are also evaluated each semester in each course through student course evaluations. Student course evaluations are compiled and distributed to the chair each semester for review and then returned to the faculty member.

3.C.4 NNMC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Professional development at NNMC includes:

1. Supporting staff and faculty with professional development and training opportunities.
2. Developing a formal needs assessment of staff and faculty professional development and training needs.
3. Expanding professional development and training by encouraging staff and faculty to participate in existing opportunities.
4. Supporting workshop organizers with needs assessments and feedback.

Faculty have had professional development opportunities through the previous Title III grant and professional development activities are being made available through the current Title V CASSA grant. For example, five additional NNMC faculty attended an [ESCALA Summer Teaching Retreat](#) in July 2019 where they earned a Certificate in College Teaching and Learning. The goals of this training were to understand the complexity and educational history of Northern New Mexico, evaluate how the culture and backgrounds of faculty impact how they teach students and create a regional network of instructors that can share and support one another while helping students thrive and learn. Many faculty also participate in professional development training through grants (e.g. NM-INBRE grant).

Faculty members teaching online are required to take online training. Such training has involved a course to teach on Blackboard or [a course taken](#) at Central New Mexico Community College. Recently, NNMC has adopted the audio/video conferencing software Zoom. This has allowed all NNMC faculty and students the ability to use Blackboard/Zoom in their courses.

Individual faculty members are offered opportunities to participate in external conferences and seminars. Recent opportunities include participation in the [New Mexico Higher Education Assessment Conference](#) in February 2019. At the beginning of each semester during convocation, faculty participate in a number of convocation activities. Examples include [Copyright/ Fair Use, Title IX training, opioid overdoses, financial aid processes, and Blackboard/Zoom updates](#).

Finally, after ten prior years of not granting sabbatical leaves to faculty due to lack of funding, since

2017, every year faculty members have been given the opportunity for sabbatical leaves. [Four faculty members](#) have taken advantage of this one-semester or annual opportunity in the last four academic years.

NNMC acknowledges that the lack of sufficient funding has limited an increase in the number of professional opportunities available to faculty, particularly in the non-STEMH areas where field-specific grants are less available.

3.C.5 NNMC instructors are accessible for student inquiry.

Faculty need to offer a minimum of five office hours per week and are therefore accessible for student meetings. In addition, the NNMC website posts the email and phone number of all staff and faculty. Faculty include contact information on their course syllabi and post their office hours in Self-Service Banner. Faculty also regularly participate in advisement. Advisement is a criterion used in the [annual faculty evaluation](#) and in the tenure process. The NNMC Department of Engineering and Technology requires students to undergo [mandatory advising](#) before registering for classes. Faculty also mentor students in research projects through the NM-INBRE and NM-AMP grants. Moreover, NNMC has been proud to have a very small instructor to student ratio in the classroom with an average of 12 for lower-division and 8.6 for upper-division. This number is a good indicator that students receive individualized attention.

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Processes are in place to ensure staff members are qualified. Below we discuss qualifications within the Financial Aid Office, Advisement and Testing Center, Tutoring centers, and Student Life and Co-curricular Committees.

[NNMC Financial Aid Office](#) - Financial aid applicants are selected based on the evaluation of educational benchmarks, relevant work experience, and personal attributes such as communication and customer service skills that would enable the individual to be an effective contributing member of the financial aid team. Every staff member is provided regular opportunities to attend training sessions to enhance their knowledge of federal and state aid programs. Opportunities for professional development are provided by means of attending the U.S. Department of Education's annual Federal Student Aid conference and also by attending state and regional professional organization training. Every member of the financial aid team is also a member of the National Association of Federal Financial Aid Administrators (NASFAA) organization. The NASFAA organization provides daily email communications that help to keep staff members abreast of the ever-changing landscape of regulatory and compliance issues that affect the administration of federal student aid programs. Professional development also occurs on an ongoing basis by means of participation in webinars and in-office training. On an annual basis, individuals are evaluated on their effectiveness as financial aid professionals. The evaluation process also places emphasis on improving job performance.

[NNMC Advisement Center and Testing Services](#) - Advisement Center and Testing Services personnel are committed to student success and providing high-quality service to all stakeholders, which include students, staff and faculty, and community members. All positions have current job descriptions that define the job requirements and duties. The position descriptions include minimum education requirements, a commitment to a collaborative work environment, and dedication to higher education and the NNMC community. NNMC's two Academic Advisors are longtime members of the

community and are able to draw on their personal and educational experience to connect to students and support them as they set goals and explore and navigate their academic paths. The Testing Examiner position is currently held by a senior student at NNMC, who worked as a work-study student for over 3 years in the department. She holds all of the certifications and educational degrees required. The Director of Student Success and the Advisement Center has over 30 years of experience in education as a faculty member, dean, and associate vice president. Her commitment to innovative and current educational trends helps guide the processes of the department.

The staff of the Advisement Center participates in the professional development opportunities NNMC offers. This past spring, the CASSA, Title V grant, offered a trio of [workshops on civility, and communications](#). Additionally, the Director of the Advisement Center took part in professional development in the Spring of 2018 that focused on developing Team Spirit on campus. The Testing Examiner maintains her currency through the annual certification renewal process through HiSET and Educational Testing Service.

NNMC has not had the funds for off-site professional development for all staff over the past few years, but the advisement staff looks forward to attending regional NACADA conferences when the funding is available. In the meantime, the Advising Team meets weekly for departmental meetings, which are used to develop effective and consistent processes for first-year students. These meetings are also frequently used to review readings or webinars to maintain currency in the field.

While NNMC is working on a new staff evaluation process, the Advisement Center has elected to continue using the present process in order to continue the practice of yearly evaluation of staff. The emphasis is on staff development and the writing and analysis of group and individual goals. These goals are intended to ensure the continuous improvement of their operations. The self-assessment, the dialogue, and the goals contribute positively to the teamwork and transparency in the department.

Free tutoring services are offered by qualified staff members. The Math Center uses both professional tutors and student tutors. Professional tutors come from the ranks of math instructors and are qualified through NNMC's process for establishing faculty credentials. Student tutors are also employed and are hired based on transcripts and performance in math courses.

In Fall 2019, the Writing Center employed only professional tutors (college instructors, former college instructors, ESL qualified teachers, and one NNMC grad with professional writing experience). The center has hired student tutors in the past and may hire them in the future if they are qualified. Qualifications used include course performance and instructor recommendations in Composition and other writing-intensive courses.

Title V also hires [embedded tutors](#). Embedded tutors have taken the course previously, attend the current course being taught, and provide support during the course for students. They also provide support outside of the class session. Training for Title V embedded tutors (1-6 hours per week) includes the following topics:

1. NNMC Title V CASSA Tutoring Expectations, Procedures, and Processes
2. Overview of the Tutoring Center (Tutoring Coordinator, Schedule, Equipment, Access, etc...)
3. Basic Tutoring Guidelines
4. Professional Ethics
5. Tools & Rules for studying

Additional online training (4-6 hours self-paced) to be completed by the end of the second week of

classes which includes Session Management & Goal Setting, Communication Skills, and Approaches to Learning. Tutors are supported in their professional development in a monthly (maximum 4 hours) in-person professional development sessions which include: Assertiveness/Handling Difficult Situations; Referral Skills; Active Listening/Paraphrasing; Critical Thinking or Problem Solving.

Similarly, the Co-curricular Assessment Committee and the Student Life share professional development opportunities. Over the past two years, the committee has provided professional development training for student services staff and faculty annually during a Co-curricular Assessment Retreat held in the summer and during convocation. Training presentations were provided to faculty and staff during the 1<sup>st</sup> Annual Co-curricular Assessment Retreat (June 2018), the [2<sup>nd</sup> Annual Co-curricular Assessment Retreat](#) (July 2018), and the [3<sup>rd</sup> Annual Co-curricular Assessment Retreat](#) was held on August 6, 2019. These presentations are provided to new hires.

Historically, the institution has always provided professional development training during convocation week. Workshops are provided for both staff members in student services and faculty members in academic departments. NNMC has provided additional professional development opportunities to faculty and staff, including [best practices workshops](#) offered by Tandem Consulting in March, April, and May 2019, with a total of 21 faculty and staff attending the first two workshops.

Additionally, NNMC has also purchased ten memberships to [Academic Impressions](#), an online professional development solution for higher education institutions. Academic Impressions offers highly-focused and practical training sessions for faculty and staff. The ten memberships were dispersed to the academic chairs and student services leaders. These sessions will enable NNMC to continuously improve student services and instruction with a focus on connecting academics with student success and achievement.

NNMC also offered advisors and academic departments [with training in Degree Works](#) at the end of the Fall 2019 semester. Degree Works is an automated degree audit program that spans multiple catalog years and is accessible to faculty advisors and students to help plan schedules.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

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3.D NNMC provides support for student learning and effective teaching

3.D.1 NNMC provides student support services suited to the needs of its student populations.

The core Student Services Offices are all centrally located in the Joseph Montoya Administrative Building. Students can easily access Admissions, the Registrar, Financial Aid, the Business Office, the Advisement Center, and placement testing in this central location. Each of these offices recognizes the key role they play in student success and takes a student-centered approach to their service to students. Some relevant examples are described below:

[Admissions/Registrar:](#) The Office of Admissions and the Office of the Registrar are located in the newly renovated Student Services area. The Admissions Office serves as the point of entry for all students. This office provides guidance through the enrollment process. Registrar provides academic services to Northern's students and faculty, including providing content for the college catalogs and schedule of classes, administering registration for all for-credit classes, maintaining the academic calendar, and certifying the credentials of our graduates. The Registrar's Office also processes and maintains all student records, including application files after a student has enrolled, registration forms, changes of major, changes of personal information, grades and transcripts, enrollment, verifications, and petitions to graduate.

[NNMC Financial Aid Office:](#) A significant percentage (96%) of NNMC's first-time, full-time students rely on federal, state, and scholarship aid as a lifeline to complete their educational goals. The Financial Aid Office works diligently to assist students in learning about and applying for a range of financial aid programs. They host FAFSA events in high schools across Northern's rural service area and are relied upon to provide expert financial aid support to all students independent of where they may attend college. On-campus, the office provides online workstations where students and their parents can complete the FAFSA or required processes with one-on-one assistance from staff members. After the 2016 HLC review, NNMC was required to submit an interim report regarding its Cohort Default Rate (CDR), and since then the financial aid staff developed and implemented strategies that have reduced the CDR rate from an all-time high rate of 26.3% down to the latest CDR of 13.1%. This is another important success to address HLC's

concerns.

[NNMC Advisement Center](#): The Advisement Center plays a large role in the support of first-year students, overseeing a proactive advising program, organizing the [New Student Orientation](#), and participating in First-Year Experience courses. First-year advisors operate on a drop-in and assigned advising model. After students are admitted and take placement exams (if needed), they meet with an advisor. During these first sessions, the focus is on the student's goals and building connections. Students are registered in their first semester classes, reminded about significant dates, financial aid, and payment requirements, and are signed up for New Student Orientation. With many of these basic registration processes complete, the New Student Orientation (NSO) can focus [on familiarizing students with the campus](#), programs, and resources. During the NSO, new students get opportunities to interact with faculty, staff, current students, as well as with other new students through interactive workshops. [Student evaluations of the NSO](#) consistently rate the experience as positive and welcoming. NNMC believes that this is one of the first steps in ensuring student success, taking full advantage of opportunities to build connections and learn about their college.

The Advisement Center's processes are guided by its mission statement: The Advisement Center at Northern supports student success by assisting first-year students to set goals, select and navigate an academic path, and develop lifelong learning skills.

First-year advising is mandatory: students are required to meet with advisors prior to registering for classes until they have reached 30 credits or attended for three semesters. After they have completed the 30 credits, they are transitioned to faculty program advisors.

[Counseling services](#) are available for NNMC students, provided by an independently licensed therapist. All services are free for students and are confidential. No record of counseling is contained in any academic, educational, or job placement file.

The NNMC Bookstore provides on-campus services including textbook orders. The bookstore also provides a fully functional [E-Commerce site](#) where students can purchase course materials, general merchandise, clothing, and other items both online and in-store.

[NNMC Ben Lujan Library](#) staff work with NNMC administrators and faculty to acquire, maintain, and update library-related resources. Materials are acquired in both print and electronic format in accordance with Collection Development Guidelines. The diverse materials vary in both format and content and are acquired either independently or via two consortial partners. Existing materials are reviewed for usage and relevance. As new academic areas of study are suggested, the Library is included to either ensure the college's ability to support the given program or determine the funds needed to purchase materials to sufficiently meet the informational needs of the program. Additionally, faculty, staff, and students may suggest materials for consideration at any time. The Library also offers a material fulfillment service that allows patrons to receive, free of charge, resources to supplement the existing collection. Student, faculty, and course developer satisfaction with library collections are measured in the [library survey](#).

In 2019, the Library implemented two key pieces of technology: a secure proxy server hosted in the cloud to better authenticate students into library subscription databases and a content management system that better supports bootstrap technology and WCAG 2.0 compliance. This content management system manages the Library's web presence and integrates via LTI to Blackboard, ensuring seamless student access to library resources in the learning management system.

In keeping with the digital age, the [library houses](#) over 50 computers dedicated to student use and provides access to approximately 60 databases, over 35,000 monographs, and over 60 print periodicals. Additionally, the library provides space for tutoring, the Pearson Testing Center, and additional meeting rooms, including group and individual study rooms. The Library also contains 600 volumes from Dr. Arturo Madrid's personal academic collection. The collection includes historic and contemporary volumes that represent the over forty-year history of Chicana and Chicano Studies.

NNMC's [Accessibility Resource Center](#) provides reasonable accommodations under Section 504 of the Americans with Disabilities Act for students with exceptionality. The office helps design accommodations that are appropriate for a student's exceptionality and course schedule.

The [Writing Center](#) provides writing assistance for all NNMC students at all stages of the writing process with onsite tutors. Telephone assistance is also available if needed.

The [Math Learning Center](#) provides services for students and faculty and is dedicated to helping students strengthen their math skills so they gain confidence and independence in mathematics. The Math Learning Center welcomes all students as valued mathematicians and critical thinkers.

The [Madrid Center](#) is sponsored by the Title V CASSA grant and provides peer-tutoring in courses other than English and Math. The CASSA grant also provides embedded tutors to certain courses with high attrition. The [embedded tutors](#) attend the course and assist other students during and outside of class.

Information Technology (IT) Services are also available to students in different ways. For example, the NNMC Center for Distance Learning uses Blackboard Learn SaaS Original View as the college's learning management system. In the Fall of 2018, Zoom video conferencing was added and provides students and faculty with video conferencing capabilities that became fundamental during the Spring 2020 semester due to the COVID-19 crisis. The Center for Distance Education provides services to students in terms of Blackboard/Zoom support via walk-in appointments, workshops, video recordings, and campus convocations and semester seminars. Moreover, IT offers the [NNMC Go App](#) which is a mobile application that can be downloaded for Apple and Android cell phones and allows students to access their student Banner accounts to pay any outstanding obligations, check grades, and access Blackboard to check on class assignments and due dates. The NNMC Go App includes campus maps, college events, the college phone directory of faculty and staff, and access to social media. Another example is the [Eagle Tech Help Desk](#) is a student-led IT team that supports the technology needs of NNMC students. The Eagle Techs perform student Eagle Email password resets, network login resets, Blackboard login resets, Blackboard troubleshooting, Student Banner login assistance, Microsoft 365 installation and configuration, WiFi configuration, remote classroom support and provide information regarding campus events. In addition, Eagle Techs have developed an Eagle Tech Help Desk ticketing system that allows staff, faculty, and students the ability to submit a help desk ticket online or via smartphone to request assistance with technology-related issues. The ticketing system allows for data collection and reporting, which is then used by NNMC's IT Director and the Director of Distance Education to determine what areas of technology support need to be improved or addressed. During the COVID-19 crisis, the Eagle Techs also provided support to students using Blackboard or Zoom. The IT department also established a laptop loan program after purchasing dozens of brand new Chromebooks for students who lack a device as a response to the current pandemic crisis.

Finally, NNMC uses Email, Website, and [Social Media](#) accounts (such as Twitter, Instagram, and Facebook) to communicate the student services explained above to students.

3.D.2 NNMC provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

NNMC provides developmental courses in English and mathematics to transition developmental students into college-level courses. Co-requisite courses have been developed in English (ENG 109N Accelerated Basic Composition II and ENG 1110 Composition I) and mathematics (MATH 100NL) to accelerate the progression of students through developmental courses.

Students who do not have ACT or SAT scores have been required to take the [Accuplacer](#) test for placement into the appropriate English and Math classes. NNMC utilizes multiple measures, such as high school GPA and specific coursework, presently on an informal basis. NNMC is in the process of outlining a more formal method to take these additional factors into account when placing students in Math and English sequences. As of May 2020 a pilot project for [placement procedure](#) has been developed and will be implemented in Fall 2020.

NNMC also offers a [High School Equivalency Program](#) (HEP) and [Adult Education](#) (AE) program for students seeking to obtain high school credentials, to increase basic skills for an educational or workplace advancement, or to become literate in the English language. The NNMC HEP program was the first-performing program in the USA in 2017, 2018, and third place in 2019, according to the US Department of Education performance indicators.

3.D.3 NNMC provides academic advising suited to its programs and the needs of its students.

NNMC has clearly defined advising practices that are well-suited to the needs of its students. As noted earlier, NNMC students are frequently first-generation, often under-prepared, and at risk. These and all students can benefit from the added connections and direction that proactive advising offers.

All students are assigned an advisor based on their declared major when they enter NNMC. However, generally, students meet with first-year advisors for their first two or three semesters until they have completed 30 credits toward their degree. By this time, students typically have settled on a major, have completed most of their general education requirements, and have had a preliminary meeting with their faculty program advisor. Basic procedures governing the advising process are detailed in the [Advising Procedures document](#).

The [Advisement Center](#) is committed to a proactive advising model. Based on the findings from [co-curricular assessment processes](#), the Advisement Center has learned that not only does it help students to meet with their advisors multiple times over the semester, but that the first check-in meeting needs to come as early as possible in the semester. As a result, the first-year advisors go to [FYEX classes](#) and introduce themselves within the first 2 or 3 weeks of the semester. These students are assigned advisors and check-in appointments are scheduled for weeks 4 and 5. [Spring 2019 FTAC Surveys](#) have shown that students who meet with advisors multiple times over the semester are more likely to take advantage of other resources on campus, and more likely to persist.

After the completion of 30 credits (or sooner in some cases), students work with faculty program advisors. All [degree plans](#) are posted online, so students and advisors are able to plan the courses a student needs to graduate. Every semester, NNMC requires the [academic departments to assign faculty advisors](#) to students. Students and advisors also have access to [Degree Works](#), which provides an ongoing degree audit for students. Some departments have also instituted [mandatory advising](#) for

their programs, such as the Department of Engineering and Technology. These advisors issue a PIN number that allows students to self-register only after meeting with an advisor.

3.D.4 NNMC provides students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Students have access to the [Ben Lujan Library](#), as described in 3.D.1.

The NNMC Information Technology department supports the Banner Administrative Software system recently upgraded during the 2018/19 academic year; college-wide phone systems, WiFi network, and the [Eagle Tech Student Support Desk](#). Classroom Technologies are also supported which include departmental computers and equipment such as printers, smartboards, classroom digital projectors, the [NNMC Go App](#), and computer software/network upgrades.

The nursing department offers clinical practice sites, both on and off-campus, to students enrolled in the nurse aide training program, associate degree, and baccalaureate degree nursing programs. Nursing clinical skills laboratories, that include both low- and high- fidelity simulation manikins, provide opportunities on campus for students to practice and perform specific nursing skills under the direction of a qualified nursing instructor. A state of the art, high-fidelity simulation lab allows students to simulate real-life patient care scenarios and then learn from their performance through video playback and debriefing sessions.

Additionally, the nursing programs maintain current clinical contracts with clinical practice sites in the community, such as acute care hospitals, long-term care institutions, outpatient clinics, and community health centers. Clinical practice sites provide nursing program students with the opportunity to practice nursing skills on real patients and master the competencies required for professional nursing practice.

NNMC supports basic research facilities that encourage undergraduate research experiences (URE) in STEM. Extensive equipment and labs are available to students in the [Information Engineering Technology program](#) and the [Electromechanical Engineering program](#). The Math and Physical Sciences department maintains a computer lab with 20 desktops. Laptops are available for entire classrooms in HT 130 and GE 201. A physics lab is maintained in HT 124 and telescopes are available for astronomy classes in HT 130. Similarly, equipment is also maintained by the [Biology, Chemistry, and Environmental Science](#) Department. Three of these are dedicated labs for use in faculty-directed URE initiatives. Throughout the academic year and the summer, undergraduates are involved in experiments and training with basic research resources.

3.D.5 NNMC provides its students with guidance in the effective use of research and information resources.

Through several practices and courses, NNMC develops student skills in terms of the use of tools and resources to do research and to learn how to use information resources. Some examples are the following: a) [Faculty provide students assistance](#) and instruction on the use of the equipment described in 3.D.4 in lab courses in engineering, biology, chemistry, and physics; b) [Developmental math classes regularly use computer](#) resources in HT 101, HT 130, and GE 201; c) Students can get help from library staff in research consultations. Typically, research consultation appointments last between 30 minutes to an hour and allow students time to individually meet with library staff to refine a research topic, develop search strategies, and identify appropriate sources; d) Students are

given guidance in research in Research Experience for Undergraduates (REU) courses, practicums, capstone courses, and faculty-mentored projects; e) Students who require a [developmental English class are required to take a First-Year Experience](#) course; f) The course introduces students to library resources; g) [Writing-Intensive Courses](#) (WIC) courses are courses dedicated to writing not only in English but in other disciplines. Students are taught how to cite sources and conduct research.

Finally, to guide integrity and ethical behavior in the effective use of information sources, a [plagiarism website](#) has been developed to help students understand how faculty process plagiarism cases.

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## 3.S - Criterion 3 - Summary

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The institution provides quality education, wherever and however its offerings are delivered.

### Summary

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3.S NNMC provides high-quality education, wherever and however its offerings are delivered.

NNMC has qualified faculty to instruct the courses within its degree programs which include certificates, associates, and bachelor's degrees. NNMC evaluates [faculty credentials](#) each semester to ensure faculty meet the requirements set forth by HLC. Degree programs include [general education courses](#) that are currently aligned with NMHED. Most courses at NNMC are offered face-to-face. However, hybrid and distance courses are also offered. Programs within Nursing, Engineering, Education, and Business are currently externally accredited.

Faculty are engaged in academic committees and institutional committees, and have an essential role in designing the curriculum for their degree programs and general education. Faculty and staff have opportunities for professional development and faculty are expected to contribute to scholarship and advance their knowledge in their field to apply and maintain tenure ([2017](#), [2018](#), [2019](#)).

With the guidance of NNMC's Provost, the Distance Education Committee (DEC) was formed to provide insight and updates on a semi-annual basis to NNMC's stakeholders regarding the distance education program. Similarly, the [Distance Education Online Review Committee \(ORC\)](#) was created to establish guidelines for credentialing faculty to teach online and provide a mechanism to review online courses.

NNMC supports students through advisement, free tutoring, financial aid advising, [research and publication opportunities](#), student research symposiums, [student clubs](#), recreational opportunities, and [student life activities](#). It also supports the infrastructure needed for student learning and student life which includes a library, study rooms, scientific laboratories, clinical practice sites, campus-wide Wifi, Blackboard accounts, Zoom licenses, a cafeteria, bookstore, and gymnasium. NNMC also regularly engages with its surrounding communities through educational outreach in local schools, dual credit opportunities, job and recruitment fairs, and internships.

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## **4 - Teaching and Learning: Evaluation and Improvement**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **4.A - Core Component 4.A**

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### **Argument**

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4.A NNMC demonstrates responsibility for the quality of its educational programs.

4.A.1 NNMC maintains a practice of regular program reviews.

Program review at NNMC is a high quality, peer review process designed to advance the excellence of academic programs and provide a data-driven process for making administrative decisions regarding program continuance, discontinuance, or enhancement of academic programs.

For the past five years, programs have been selected for review based on specific criteria, such as low enrollment, academic concerns, or the need to transition to an online program. The program review process evaluates academic programs in eight areas: 1) Enrollment and fiscal data; 2) Curriculum and assessment; 3) Faculty and academic support; 4) Facilities and equipment; 5) Recruitment, admission, and advisement; 6) Labor outlook, job placement, and tracking; 7) Advisory councils, and 8) Strategic program planning.

The academic review process is managed by the Office of the Provost and includes a selection of

programs for review. The academic program completes and submits the [NNMC Academic Program Review Template](#) to the Provost. Programs that have state, national, or industry accreditation only have to produce section A of the review template and provide additional accreditation documents for the remaining sections. The program review documents are presented to the Academic Program Review Committee which consists of academic leadership (Deans, Chairs, and Directors); one representative from the Educational Policy Committee; and leadership representation from Institutional Research, Student Success and Advisement, Admissions, Office of the Registrar, Financial Aid, Distance Education, and the Library. The formal presentations are scheduled for a full-day event that includes lunch and collegial interaction. (Note: for the Spring 2020 event, the presentations and discussion took place via Zoom due to the campus closure). After the formal presentation of the academic program review by program faculty/leadership, the Provost and Academic Deans provide a report that includes findings and recommendations. A meeting is held with the academic program leadership to discuss the findings and recommendations. Recommendations may include continuing the level of program funding, program elimination, program probation with recommendations and annual program review, or other recommendations as deemed necessary. The Provost submits a Program Review Report Conclusion that includes a summary and recommendations to the President and Board of Regents for formal action. The Provost, as a courtesy, will also inform the Faculty Senate and American Federation of Teachers (AFT) union representatives of the program report findings and recommendations.

An example of this process is illustrated by the academic program review of [RN to BSN Program](#) in April 2018. This program was selected for program review based on low enrollment. The program was experiencing low enrollment due to competition with online RN to BSN Programs. The Dean of the College of Nursing and Health Sciences presented section A only of the program review template because the program has national accreditation with the Commission on Collegiate Nursing Education ([CCNE](#)).

The [recommendation of the program review committee](#) was the following: 1. Recruit a qualified Associate Director who has experience and expertise to move the program to a fully online program. 2. Increase program enrollment and retention. 3. Secure additional distance education resources. 4. Continue to offer hybrid and online courses with the goal of offering a fully online program in 3 years. and 5. Secure additional faculty development resources to assist the program to develop an online curriculum.

Another example is when a program was suspended. For example, in 2019 the Pueblo Indian Studies program (associate and the minor offered at the bachelor's level) was reviewed due to low enrollment. The Committee recommended the [suspension of the two-year program](#) because there was not a realistic plan to improve enrollment and it was very deficient in terms of student learning outcome assessment.

An identified area of concern is that not all academic programs at NNMC have been reviewed on a regular cycle. Programs selected for review were those with identified areas of concern, such as low enrollment or poor program outcomes, that demonstrated a need for an expedited review process. Programs with a healthy enrollment and positive program outcomes have not come up for regular program review and therefore did not benefit from the peer review process and suggestions for program improvement.

The former Academic Program Review Policy, dated December 1990, proscribed that all academic programs would be reviewed every three years and the review committee would be appointed by the President. In practice, reviewing every academic program every three years proved to be

unmanageable in terms of the demands on personnel. Program reviews tended to focus on low performing programs rather than following the proscribed cycle. Additionally, the Academic Review Process came to reside with the Office of the Provost, not the Office of the President.

The [Academic Program Review Policy](#) was revised and improved to reflect the current practices that NNMC has had in recent years and address the above-mentioned area of concern. The new policy dictates a seven-year program review cycle for all academic programs. The proposed policy was presented for public comment on July 2, 2019, and was approved by the BOR on 10/21/19. The [program review schedule](#) has been determined for the next seven years.

To augment the institutional program review process, NNMC contracted with Gray Associates in Spring 2020 to perform a comprehensive evaluation of [all current academic programs](#) and to analyze the potential for new programs. The evaluation was based on several factors including student demand, employment, degree fit, and competitive intensity as determined by multiple databases. Moreover, NNMC acquired the license to continue using this process to run annual reports for the next three years. By using this software, NNMC guarantees that when it comes to these metrics (student demand, employment, etc.) the bias is reduced and that reliable data is used methodologically. Additionally, the license includes the capability to measure the economics of each academic program by calculating all [direct costs and overhead costs](#). This process will allow the institution to have consistent data for Program Review and will allow department chairs and faculty to spend more time in the academic sections (like assessment) of the program review. Moreover, it will allow NNMC to make informed decisions when it comes to [new programs](#) that are needed by the local community.

4.A.2 NNMC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

NNMC evaluates all credit that it transcripts including credit awarded for experiential learning. This function is performed by the Office of the Registrar. NNMC recognizes that there are many ways in which college credit may be amassed and, in an effort to maximize the opportunities available to its public, has adopted the following guidelines.

The [academic catalog \(pages 13-14\)](#) discusses these policies (including the criteria for transfers). Academic credit may be granted under certain circumstances.

The new statewide general education common course numbering system that includes common course descriptions and course competencies facilitates ease of transfer of credit from one in-state college/university to another. Individual departments may have articulation agreements with outside colleges that facilitate the transfer of courses between programs and reduces course duplication.

4.A.3 NNMC has policies that assure the quality of the credit it accepts in transfer

To facilitate students' transfer of course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept in transfer the courses taken within approved general education modules and apply them toward degree requirements.

Previously, several transfer guides were developed through a collaboration of New Mexico's public post-secondary institutions, consistent with requirements of state law (21-1B, NMSA 1978). Students enrolling for first-year or second-year study at a New Mexico institution who wish to prepare for possible transfer into a degree program at another institution are advised to take specific general

education courses during their freshman and sophomore years.

Currently, New Mexico is in the process of implementing a new statewide general education common core and course numbering system. The new [General Education](#) model was developed and had to be adopted by all of New Mexico's public higher education institutions by August 1, 2019.

All New Mexico institutions must submit general education courses for certification by Fall 2020. The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of the six content areas. In the certification process, it must be explained how the course addresses the essential skills associated with a specific content area appropriate for the course. NNMC has already submitted and gained approval for all general education courses within Areas I (Communications) and II (Mathematics), most of Area III (Science), and five courses within Areas IV (Social and Behavioral Sciences) and V (Humanities). The remaining courses will be submitted for approval within the next year.

In the new General Education system, once students have completed general education requirements at one institution, they are considered "complete" in general education and that status and the courses will transfer to all other New Mexico public institutions of higher education. In addition, a statewide common course numbering system, course descriptions, and course outcomes have been adopted for 100 and 200 level courses. Institution-specific 100 and 200 level courses are categorized as "unique courses." Course descriptions and student learning outcomes are reported to the New Mexico Higher Education Department (NMHED) for these unique courses. Some discipline-specific common courses have also been adopted, and other disciplines are being phased in. NNMC common and unique courses are listed on the New Mexico Common Course Matrix and Course Descriptions and Student Learning outcomes are available in the [New Mexico Common Course Catalog](#).

Discipline-specific courses are transferred in after consulting with program faculty and reviewing course syllabi for course equivalency.

4.A.4 NNMC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

NNMC's Undergraduate Curriculum Committee, a standing committee of the Faculty Senate, exercises authority for the approval of all curricula. The Undergraduate Curriculum Committee has representation from all colleges and academic departments. The responsibilities of the Curriculum Committee include acting on all recommendations received to establish, terminate, or change any credit-bearing course or program curricula offered by NNMC at the undergraduate level, including course pre-requisites. The [Undergraduate Curriculum Committee Handbook](#) serves as a guide for faculty when changing curricula.

The curriculum is developed to meet documented current or projected educational needs. It is recommended that curriculum should be reviewed by the appropriate department faculty every three years to ensure its currency and relevancy and that substantive changes to existing degree programs should be retained for a minimum of three years ideally. The curriculum committee will approve minor changes to courses and degree plans as needed on an ongoing basis, such as increasing the credit value of a course or changing a course pre-requisite.

Responsibility for the rigor of credit-bearing courses as well as student learning outcomes (SLOs) lies with faculty and is often determined by industry professional standards and accreditation standards. For example, the associate degree nursing (ADN) program has clearly articulated SLOs consistent with contemporary nursing practice. The ADN curriculum incorporates relevant and current professional nursing standards and guidelines from Quality and Safety Education for Nurses (QSEN) and the Massachusetts Nurses of the Future and has clearly articulated [SLOs that reflect these professional standards](#). The ADN program has taken nine core concepts derived from QSEN and the Massachusetts Nurses of the Future (patient-centered care, teamwork and collaboration, evidence-based practice, informatics, safety, quality improvement, leadership, professionalism, and communication) and woven them throughout the curriculum.

Similarly, the Department of Engineering and Technology has established a set of Student Outcomes (SO) for its Information Engineering Technology (IET) and Electromechanical Engineering Technology programs that describe what students are expected to know and be able to do by the time they graduate. In the case of the IET program, these outcomes correspond to the ABET 2019/2020 accreditation cycle for Engineering Technology Programs ([student outcomes 1-5](#)) plus the five program criteria outcomes for Information Engineering Technology Programs ([program criteria outcomes a-e](#)). [Appendix E](#) of [ABET self-study](#) includes student sample work from various Information Engineering Technology courses and sample assessment reports of ABET 2019/2020 Student Outcomes.

The [Faculty Handbook](#) (pg 14-15) clearly articulates the required minimum faculty qualifications by the program. For General Education courses or non-occupational courses, the Instructor must have a master's degree or higher in the discipline or sub-field that he/she is teaching. Absent a master's degree in the required academic field, the instructor can have a master's degree or higher in any discipline and at least 18 graduate credit hours in the discipline or subfield in which they teach. An instructor who does not meet these required qualifications can be approved to teach by demonstrating [tested experience in the field](#). In general, this can be demonstrated with 5 years or greater experience in the field, industry certification or licensure, and on the job training. Additionally, discipline-specific accreditation agencies may also determine faculty qualifications. For example, the ACEN accreditation agency requires a minimum of a master's degree in nursing for all full-time nursing faculty. These standards for faculty qualifications are consistent with HLC guidelines.

Faculty qualifications are documented upon hire and on a semester basis. Deans, Chairs, and Program Directors document faculty qualifications for each course taught each semester by utilizing the [Instructor Credentials Form](#). This form is completed and submitted to the Office of the Provost each semester for each course taught. This ensures that all courses are taught by qualified faculty.

Qualifications for instructors teaching for Dual Credit courses are identical for instructors teaching regular college courses. Dual Credit courses maintain the same academic rigor as regular college courses and meet the same student learning outcomes. Identical course syllabi are used for both regular college students and dual credit students. Dual Credit students must meet the same placement criteria, whether that is the completion of a pre-requisite course or a score on a placement exam or college entrance exam. Courses are offered at the high school with an instructor who has been certified to offer the course; through online distance learning with other college and dual credit students, or at a college campus with college and dual credit students. ([NM Statewide Dual Credit Master Agreement](#))

4.A.5 NNMC maintains specialized accreditation for its programs as appropriate to its educational purposes.

NNMC, accredited by the Higher Learning Commission, gained candidacy status in 1975, and full accreditation status in 1982. In addition to regional accreditation with the HLC, several of NNMC's educational offerings are accredited by specialized national accreditation organizations or approved by other agencies.

- NNMC's Associate Degree Nursing Program is accredited by the [Accreditation Commission for Education in Nursing \(ACEN\)](#). The baccalaureate degree in nursing is accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#).
- The Bachelor of Engineering in Information Engineering Technology Program is accredited by the [Engineering Technology Accreditation Commission \(ETAC\) of ABET](#).
- The Department of Business Administration's bachelor's degree programs (Bachelor of Business Administration with concentrations in accounting, management, and project management) and associate degree programs, including the AAS in Office Administration, are accredited by the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#).
- NNMC's College of Education baccalaureate degree in Elementary Education and Alternative Licensure programs are accredited based on the [National Council for Accreditation of Teacher Education \(NCATE\)](#)/CAEP standards

4.A.6 NNMC evaluates the success of its graduates. NNMC assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, NNMC looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.

NNMC seeks to evaluate the success of its graduates in a variety of ways.

- [Graduate surveys](#) with information on graduating students' plans
- [Employer surveys](#) with some information on student preparedness.
- Graduate school enrollment via Student Clearinghouse.

Historically, placement of graduates has been tracked within colleges and departments, as well as institutionally through the [CUP graduate survey](#). Many departments conduct informal exit interviews with graduating seniors. The IR office also sends out an annual employer survey on behalf of the departments to collect feedback on student preparation and local employment. In addition, an [alumni survey](#) was collected and compiled in the Spring of 2019 to improve our efforts to track and contact our alumni.

NNMC contracted with [GradSTAT](#) in Spring 2020 to survey graduates' employment, industry, location, and salaries up to 10 years after graduation. This [effort was completed](#) in early June and information was collected for 1022 graduates.

Per discipline-specific accreditation requirements, some programs also reach out to employers to collect information about graduates. For example, the Associate degree nursing program evaluates the success of its graduates by monitoring program outcomes. These include NCLEX-RN licensure pass rates, program completion data, graduate satisfaction, and job placement rates. ([ADN Program Outcomes](#)). Students who successfully pass the nursing licensure exam demonstrate that they have met the minimum competencies to work as a registered nurse and obtain employment in the field.

Graduates from NNMC's RN to BSN Program are registered nurses who are already employed in the nursing field and obtain a baccalaureate degree in nursing. An alumni survey obtained 12 months

after graduation assesses the extent to which program graduates apply or are accepted into graduate school, achieve certification in holistic nursing, or receive a raise or promotion.

Students in four-year programs with the Department of Biology, Chemistry, and Environmental Science (BCES) are required to take a capstone course, where the student's proficiency within their given discipline is evaluated. This course normally leads students either toward employment or graduate school. In addition to student tracking post-graduation done by professors who advise the students, the office of institutional research surveys local employers on the employment of former students and general comments about the quality of graduates.

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## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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4.B NNMC demonstrates a commitment to educational achievement and program and improvement through ongoing curricular and co-curricular assessment of student learning.

Like many institutions, NNMC has gone through multiple phases of assessment of student learning during the last two decades. In the early 2000s, the NNMC employed a full-time Director of Assessment and had a robust assessment model, which included reporting results through Weave-Online. Since that time, assessment processes, student learning outcomes, and dedicated personnel have gone through a number of iterations. However, the NNMC has consistently demonstrated a commitment to assessment processes in the effort to analyze and improve student learning. A recent period of renewed momentum occurred in 2016 after the last HLC review (page 19), which involved a full revision of the assessment model, revised and updated student learning outcomes, and reporting processes, as well as hiring a new 0.6 FTE Coordinator of Assessment, which reported to the Director of Institutional Research. This work culminated in the [CLAS Curricular Assessment Plan \(2017\)](#). And most recently in 2019, NNMC is making further adjustments with the establishment of an Office of Assessment and Accreditation which will provide training as well as administrative and technical support related to the assessment of student learning.

4.B.1 NNMC has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

NNMC has articulated student learning outcomes and accompanying assessment processes at the institutional, program, and general education levels.

The college-wide, or institutional-level, assessment processes were the focus of the [CLAS Curricular Assessment Plan](#), published in 2017. This plan was based on the work ([see minutes](#)) of the faculty-led [Committee for Learning Assessment of Students \(CLAS\)](#), formed in 2016 and facilitated by the Assessment Coordinator. The CLAS Committee identified four distinct College-Wide Student Learning Outcomes (CSLOs) and developed [accompanying rubrics](#) for use across all academic departments. These four CSLOs include: Communication: Express ideas coherently and persuasively through oral and written communication; Critical Thinking: Demonstrate ability to think critically through analytical, inventive, and creative means; Cultural Sustainability: Demonstrate commitment to address cultural, social and ethical responsibilities; Information Competency and Research: Demonstrate proficiency in the use of current technology and



innovation.

These outcomes are at the heart of a continuous cycle of assessment, reporting, and improvement. The [CLAS Curricular Assessment Plan](#) outlines the current process, cycle, and timeline for assessment of these four CSLOs. [Department Chairs work with faculty](#) to identify which CSLOs are covered in the curriculum of individual courses, and they select artifacts or assignments where the CSLO can be assessed. At least one CSLO is assessed in each course and that CSLO is reflected in the [course syllabi](#). The artifacts, typically research papers, presentations, and written exams, are then assessed by the departments using the [rubrics](#) developed by the CLAS Committee. The results are collected and submitted to the CLAS Committee to aggregate into tables which to be analyzed and utilized to formulate improvement strategies during the annual Assessment Day (2018, 2019, and 2020). The curricular assessment plan also laid out a timeline that specified two CSLOs to be assessed each semester, first in the 100 and 200 level courses, and the following semester in the 300 and 400 level courses. This way, within a two-year cycle, all the CSLOs would be assessed in both lower and upper-division courses. The Assessment reports data for the past three years are available ([Spring/Fall 2017](#), [Spring/Fall 2018](#), and [Spring/Fall 2019](#)).

NNMC also has an articulated process for program-level assessment across all programs. Programs that have external accrediting requirements, such as Nursing, Business, Teacher Education, and Engineering, have well-developed program-level assessment processes, including program [learning outcomes, curriculum maps](#), assessment plans, and reporting requirements since learning outcomes assessment plays an important role in the rigorous [third-party accreditation](#) processes. While program-level assessment reporting is incorporated into the Academic Program Review referred to in 4.A.1, those reviews have made it clear that not all programs have as well developed processes of program review as those with external accrediting requirements (see [2019 Program Review of Pueblo Indian Studies](#)). As a result, NNMC determined every academic program not accredited by an outside entity must identify and develop [program learning outcomes and curriculum maps](#) for submission to the office of the Provost.

Beginning in 2019-2020, all department chairs were required to submit assessment plans and reports. Since then, an assessment [plan template](#) and [report template](#) have been developed to provide standardized expectations, recognize program-level assessment successes, identify weaknesses in student learning, and to summarize curricular and pedagogical changes that occurred in response to assessment results. These reports will ensure department chairs assume an active role in supporting program assessment activities and will allow for NNMC to more easily review and summarize the progress of student learning across all disciplines. Reports will also help design activities, including faculty professional development. These yearly reports will become an important component of program review to document academic quality and the ongoing efforts to enhance student learning.

The assessment of student learning in General Education courses currently happens through the college-wide, or institutional, CSLO assessment. However, in 2019, the New Mexico Higher Education Department (NMHED), implemented a [new model for general education courses](#) that involves a common numbering system, common syllabi, and common learning objectives. The state also introduced [five essential skills](#) that every student should be able to demonstrate upon successful completion of general education courses: Communication, Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy, and Quantitative Reasoning. The Office of the Provost named an [ad hoc committee](#) to make recommendations about how to best integrate the assessment of general education outcomes in response to the recent NMHED requirements. The committee has been asked to provide an outcome-by-skill crosswalk, an updated curriculum map to

detail where specific general education course essential skills are covered and assessed, and to identify methods to align efforts between institutional and general education assessment. This committee has made recommendations on this integration and their [rudimentary framework and a draft plan](#) will be presented to and approved by the faculty senate in 2020-2021.

4.B.2 The institution assesses achievement of learning outcomes that it claims for curricular and co-curricular programs.

Assessment of student learning for curricular programs at NNMC relies on an increasingly robust collection of data, analysis, and evaluation with the goal of continuous improvement. Direct assessment collection includes the reporting from the college-wide CSLO assessment from across campus ([Spring/Fall 2017](#), [Spring/Fall 2018](#), [Spring/Fall 2019](#)), the [Program-level assessment reporting](#), and soon NNMC will further assess general education courses in terms of the five essential skills. Other indirect evaluation tools that inform academic courses and programs include [course evaluations](#), [satisfaction surveys](#), and [class observations](#).

Following the HLC reaffirmation review in 2016, the Assessment Coordinator was tasked to coordinate a newly-instituted Co-curricular Committee because one of the areas of concern was the lack of an established process for co-curricular activities assessment.

The Co-Curricular Committee also developed a Mission and Vision. The Vision states that “Student Life and Co-curricular Assessment Committee will be leaders in student-ready and student-centered services and programs that create a campus culture -including academic departments and student services- that is caring, empowering, and fosters a sense of belonging.” The Mission was “To create programs, services, and experiences that support students to be leaders in their own educations, communities, and lives.”

The Co-Curricular Committee and NNMC leadership facilitate college-wide initiatives regarding the assessment of co-curricular activities. The committee met with internal stakeholders to capture a snapshot inventory of co-curricular activities already happening on campus and committee [meeting minutes are posted on website](#). In Spring 2017 the Co-Curricular Committee developed a guiding [plan for co-curricular assessment](#).

Within the assessment plan, six co-curricular focus areas to assess were identified:

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

The [library piloted the first co-curricular assessment](#) on the interactions between students and the Eagle Techs with very informative results. Analysis of data determined that the goals in the focus area of career and lifelong learning was met through this co-curricular experience. As a result, funding for this co-curricular program became part of the institutional budget in Fall 17 and continues to be funded. This program has provided enormous support during the current COVID-19 crisis.

By the summer of 2017, the Co-Curricular Committee developed templates for planning and

reporting co-curricular assessments ([Co-Curricular Inventory Form](#), [Co-Curricular Assessment Plan Form](#), and [Co-Curricular Assessment Report Form](#)). Later that summer, professional development training occurred during the first [Co-Curricular Assessment Retreat](#) where faculty and staff learned how to complete the Co-curricular Inventory Form, the Assessment Plan, and the Assessment Report.

The assessment of co-curricular activities grew during the academic year 17-18. [Ten major co-curricular activities](#) were assessed in different academic and student services units such as the [Writing Center](#), [Advisement](#), [Library](#), the former colleges of [Nursing and Health Sciences](#), and [Business Administration](#). The cycle was completed with the [second Co-Curricular Retreat in July 2018](#) and included [co-curricular activity presentations](#). The “*Sentipensante*” (Sensing/Thinking) theme was introduced as a framework to approach co-curricular activities for the following year.

The Co-curricular Committee continued its activities in the academic year 18-19. A [dashboard](#) of their activities was developed and at the end of the academic year, NNMC held the [third annual co-curricular retreat](#).

At the end of AY 2018-19, The Co-curricular Committee recommended that the Provost strengthen the accountability of the different units that contribute to the assessment of co-curricular activities and that the new chair of the committee become someone in higher administration. The recommendation was to appoint the Assistant Provost for Student Affairs as the chair for the Co-curricular Assessment Committee. This position was filled in November 2019 and chairing the Co-curricular committee is one of the duties in the [job description for this position](#).

During the academic year 2019-2020, a combination of the COVID-19 crisis and a transition in the Assessment Coordinator position required the institution to refocus its assessment efforts, and assessed the newly-developed Peer-tutoring Madrid Center. The center was quickly challenged by COVID-19 and their services have been delivered remotely through a Zoom classroom, but the peer tutors attend extended training in several areas. The Madrid Center conducted a [Co-curricular Assessment Plan and Report](#) using a focus group as the assessment tool to measure the co-curricular learning accomplished by the student users and peer tutors.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Since the last HLC accreditation visit, NNMC has increased efforts to ensure the collection of information about student learning and incorporate that knowledge into pedagogical improvements.

As NNMC adopted the new processes developed by the CLAS committee, professional development for faculty was implemented on the use and norming of the rubrics utilized for CSLOs assessment in the fall of 2016. The CLAS Committee also took responsibility to organize annual Assessment Day (as mentioned in 4.B.2) activities. Assessment Day ([2018](#), [2019](#), [2020](#)) involves both department chairs and full-time faculty and serves as a campus-wide opportunity to present, share, and discuss assessment-related topics. A consistent item on the Assessment Day agenda includes the review of summative data ([Spring/Fall 2017](#), [Spring/Fall 2018](#), [Spring/Fall 2019](#)) gathered for each institutional student learning outcome. Faculty identify areas in most need of improvement and brainstorm strategies to address any deficiencies (see improvement action plans and strategies established the last years: [Action Plans 2017](#), [Action Plans 2018](#), [Action Plans 2019](#)). In 2020, NNMC had enough data to analyze whether institutionally-selected strategies and pedagogical changes made an impact in lower-division classes for each outcome ([Communication](#), [Critical Thought](#), [Information Competency & Research](#), and [Cultural Sustainability](#)). Focus on future

Assessment Day agendas will center not only on analyzing data and brainstorming strategies for improvement but also continuing to ensure strategy implementations are disseminated and reassessing outcomes in order to determine if changes had an effect on student learning. A preliminary CSLO assessment report for this academic year 2019-20, including improvement plans for the future, is [here](#) and it will be finalized this summer.

Meanwhile, departmental faculty are involved in reviewing assessment data and making changes to course structures or programs in response to findings. [Program course improvements](#) identified were compiled and submitted to the Provost. Another example of an improvement strategy occurred after the Fall 2019 semester when Math 3375 faculty noted only 50% of students performed at an “acceptable” or “proficient” level in accordance with their grading rubric. As a result, faculty have agreed to review programming logic in more depth and are now teaching students different techniques to debug code ([Math Fall19 Report](#)).

Although progress has been made in assessing programs, NNMC recognizes the institution has an opportunity to “close the loop” in the future. As a revised program review process is fully implemented, NNMC will require programs to collect, evaluate, and report assessment data annually, as well as during the larger program review process. These actions not only strengthen the program review process but also lead to consistent documentation and improvements in student learning.

4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

NNMC’s focus on and commitment to assessment is reflected in increased assessment-related activities.

On an institutional level, the new Office of Assessment and Accreditation will be directly guiding and monitoring faculty in accomplishing assessment-related tasks. This centralized administrative office works collaboratively with faculty and campus administration to develop streamlined assessment processes, expectations, and templates for faculty. A [newly developed website](#) provides a method for disseminating information about all student learning assessment. This venue serves as a transparent communication tool for all faculty, housing templates, timelines, and suggestions for best practices. Beginning Spring 2020, this Office will link General Education and CSLO assessment as well as program-level assessment and program review processes to maximize efficiency, avoid redundancies, and strengthen teaching and learning. The following timeline will be applied:

- General Education - Yearly
- College-Wide, Institutional - Yearly
- Non-Accredited Programs - Academic Program Review with periodic checks via the annual reports to the Provost
- Accredited Programs - Based on specific accreditation requirements with periodic checks via the annual reports to the Provost

This coordination of assessment activities across campus results in integrated, meaningful, and sustained campus and program improvement. As mentioned previously, the institution maintains accreditation status with specific accrediting bodies (ABET, ACBSP, CCNE, ACEN, and NCATE) which demonstrate the processes and methodologies these programs must maintain. These departments must meet the standards set forth by their accrediting bodies which are recognized as best practices.

Meanwhile, NNMC can demonstrate a number of ways in which employees embrace the culture of student learning assessment. Faculty are responsible for defining outcomes, completing assessments, and making appropriate changes informed by results. The faculty-driven CLAS Committee is intentionally organized to include [faculty members representative](#) of all different academic departments. CLAS has been a force behind a variety of professional development workshops offered during both Convocation and during Assessment Day ([2018](#), [2019](#), [2020](#)), a campus-wide opportunity to present, share, and converse about assessment-related topics. Faculty participation in Assessment Day is now mandated in the Collective Bargaining Agreement for [full-time faculty \(page 27\)](#). Additionally, NNMC [invested in training](#) for specific faculty members. As a result, the assessment of student learning is an increasingly integral part of each faculty member's teaching responsibilities.

As is evident in the templates, student learning outcomes are required to be listed in the syllabi. Faculty are encouraged to use the [sample master syllabus](#) to create their syllabi. On a departmental level, faculty and departmental leadership [reviewed their assessment plans](#) to update processes and methodologies. Methods for both course and program-level assessment vary across campus due to professional accreditation requirements, differences in disciplinary approaches, and the amount of time a particular program has been required to formally document student learning assessment. That said, all programs have participated in the CSLO assessment processes, regardless of outside accreditation requirements. And, faculty from all departments are involved in the planning, curriculum mapping, assessment, reporting, reviewing assessment results, and suggesting changes for improvement. Most recently, select faculty have been appointed to an ad hoc committee designed to explore how to coordinate [General Education and College-Wide student learning outcomes](#) for maximum efficiency. Faculty involvement beyond the committee includes approval at the departmental chair level, approval from the General Education Committee, and final approval from Faculty Senate.

Through the co-curricular assessment processes, all offices and services on campus have come to understand their contributions to student learning. For example, the [library's strategic plan](#) includes an entire section dedicated to the library's educational role at NNMC. The strategic plan names outcomes such as "Collaborate with stakeholders to integrate information literacy (IL) instruction and curricular support to increase student academic success and faculty teaching." As a result, the library offers a number of [guides](#) and quick instructional sessions that relate to CSLOs. As NNMC moves toward integrating NMHED General Education outcomes and rubrics, the library anticipates gathering more data and involvement in closing the loop with information literacy initiatives.

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## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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4.C NNMC demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. The institution has defined goals for these indicators that are ambitious, attainable, and appropriate for its mission, student demographic, and educational offerings.

Goals for student retention, persistence and completion are communicated in [NNMC's 2018-2022 Strategic Direction](#). These targets and measures are based on first-time undergraduate retention (fall to fall) at or above 75 percent by 2022, and six year graduation rates at or above 30 percent by 2022. These rates are ambitious, yet attainable. For example, the [graduation rate has improved](#) from 15% to 22% between 2015 and 2019.

4.C.1 NNMC has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The Office of Institutional Research (IR) reports retention and graduation rates for first-time, full-time freshmen cohorts. These cohorts are also evaluated by gender and race/ethnicity. These goals are benchmarked against other regional comprehensive institutions in New Mexico and reported to the New Mexico Council of University Presidents ([2016 PEP](#), [2017 PEP](#), [2018 PEP](#), [2019 PEP](#)). Targets and measures are based on a cohort of first-time, full-time degree-seeking students. For FY20, these targets were: 1) 66.5% of first-time, full-time degree-seeking students enrolled to the third semester; 2) 25% of first-time, full-time, degree-seeking freshmen who complete a baccalaureate program within one hundred fifty percent of standard graduation time; and, 3) 80 total unduplicated degree awards in the most recent academic year. In addition, the Accountability in Government Act (AGA) Quarterly Reporting for New Mexico's Public Universities ([Spring Quarterly Reports](#)) contains benchmarks and targets for retention. The Fall Quarterly report to the DFA contains three specific measures: access, completion, and retention. (see [Fall 2017](#), [Fall 2018](#), and [Fall 2019](#) reports).



In addition, the Strategic Enrollment Management Team reconvened in the fall of 2018 after a hiatus of about 18 months. The re-established SEM Team developed a new [Charter](#), which identified the development of a [Strategic Enrollment Management Plan](#) as one of the key functions of the team. From March 2019 to the present, the team has worked on the Strategic Enrollment Management Plan (SEMP), identifying goals, objectives, action strategies, and targets. The goals of the SEMP tie directly to the [Strategic Direction 2018-22](#) developed by NNMC, specifically those related to enrollment, student success, and communication. The objectives and sub-objectives drill down to operationalize the broader goals and targets. The targets set by the Strategic Direction document based on a 5 year time span drive ambitious annual targets throughout the SEMP. The team will monitor data and review results as this first year of the plan comes to a close in the summer of 2020. Examples of specific objectives to support increasing enrollment include:

Objective 1.1 Grow Dual Enrollment by 35% by 2022;

Objective 1.2 Increase yield rate of students enrolling from local high schools to an average of 30%;

Objective 1.3 Increase the number of non-traditional, degree seeking students (25 years and older), both new and returning, by 30%.

Objective 2.1 Increase retention of FTAC (First Time Any College) students, tracking both second and third semesters, to 80% and 66.5% respectively;

Objective 2.3 Increase the 150% (time to graduation) graduation rates to 30% by 2022.

4.C.2 NNMC collects and analyzes information on student retention, persistence, and completion of its programs.

The Office of Institutional Research is responsible for college-wide analysis of student retention, persistence, and completion. Reports are primarily based on IPEDS definitions and methodology which focus on first-time, full-time degree-seeking students. NNMC participates in National Student Clearinghouse to capture better transfer student data as well.

The IR office works closely with the various departments to apply similar methodologies to analyze program enrollment, retention and completion. Examples include [Engineering Technology](#), [BCES \(Biology, Chemistry and Environmental Science\)](#), and [Nursing](#). Grant-funded programs include [NSF-STEP](#), [Veteran's Affairs](#), and [Title V](#).

When modified methodologies are required, IR works with department chairs to identify best practices, as well as to gather pertinent data that may not be available in the Banner system. The IR office also assists with course-by-course research to assist instructors with analysis of grade distributions and attrition in order to make improvements in classroom instruction.

NNMC works closely with other New Mexico Higher Education Institution counterparts in the Accountability Work Group to discuss processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs based on IPEDS definitions. These measures are considered suitable to our student populations.

4.C.3 NNMC uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

NNMC continues to develop and pursue initiatives that will support and improve student retention. Recognizing that individualized student support contributes to higher retention rates of students, NNMC is committed to the following strategies.

1. Continued support and implementation of our [Strategic Enrollment Management Plan](#) (designed to increase persistence to graduation),
2. Analysis and improvement of student satisfaction and engagement,
3. Ongoing implementation and improvement of [supportive advising](#) and [first-year experience activities](#) for first-year student retention,
4. Engaging deans, chairs, and faculty in curriculum review to streamline it and to make it more efficient by removing or redesigning bottleneck courses, and
5. Recently becoming a member of the [Complete College America Alliance](#) and in the planning stage to implement their proven strategies towards retention and completion.
6. Application to and participation in HLC Student Success Academy beginning 2021 as the NNMC Open Pathways Quality Initiative

4.C.4. NNMC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

NNMC produces various reports using process and methodologies in alignment with IPEDS and other good practices. The Retention Report ([2018](#), [2019](#)) and the [non Returning Student study](#) both follow processes and methodologies that reflect best practices.

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## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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4.S NNMC demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

NNMC established processes such as credit transfer and specialized accreditation, academic program review, college-wide (CSLOs) and program (PSLOs) assessment, co-curricular assessment, and course evaluations contribute to an overall analysis of student learning across the educational experience. Significant efforts continue to ensure the quality of the NNMC curriculum, including the current effort to reconceptualize General Education assessment and streamlining assessment expectations for all academic departments. Institutional efforts for continuous improvement have sparked a number of new initiatives. For example, the Office of Assessment and Accreditation will be strengthening efforts to “close the loop” on student learning assessment via biannual focus sessions held during every Convocation. Although methods for data collection are in place, NNMC is evaluating more advanced methods for capturing and disseminating data pertaining to learning outcomes. NNMC is also looking to fully integrate assessment in programs (such as independent study and dual credit) delivered in an alternative manner. Additionally, NNMC's Strategic Direction helps to establish and strategize support for retention, persistence, and completion goals.

### Sources

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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5.B NNMC's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

5.B.1 NNMC's Board of Regents (BOR) is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The control and management of NNMC are vested in the BOR, pursuant to [NM Constitution, Art. XII, Sec. 13](#). The BOR controls and manages NNMC through the direct exercise of its authority and through the delegation of authority to the President.

The BOR is involved in the life of the campus through regularly scheduled meetings. BOR Meeting Agendas, Packets & Minutes (e.g. [January 2019](#), [March 2019](#), [April 2019](#)) are posted online. The BOR meets on a monthly basis with very few exceptions. Representatives from other governing councils such as the Faculty Senate and the Associated Students of Northern New Mexico College ([ASNNMC, or Student Senate](#)) are invited to participate in the Regents' meetings ([example of agendas](#)) and there is always an item in the agenda for public input. The meetings are open to the public pursuant to the state's Open Meetings Act.

Responsibility for oversight of the institution's financial and academic endeavors are communicated and ensured by participation in one of three BOR [standing committees](#). Two regents are appointed to the Audit, Finance and Facilities Committee and two other regents are appointed to the Student and Academic Affairs Committee. The BOR President participates in the Executive Team Committee. Each committee is chaired by a regent and co-chaired by an NNMC Vice President. The committees

meet each month within the week prior to the scheduled BOR meeting. Committee information, progress, ideas, and recommendations with the full BOR during regularly scheduled meetings.

Committee Name: [Executive Team](#)

Meeting Schedule: As needed

Purview: Board by-laws, institutional policy, Board training

Committee Name: [Student and Academic Affairs](#)

Meeting Schedule: Monthly ([2017](#), [2018](#), [2019](#), [2020](#))

Purview: Academic Programs, Student Support, Enrollment Management

Committee Name: [Audit, Finance and Facilities Committee](#)

Meeting Schedule: Monthly ([example of minutes](#))

Purview: Institutional Budgets and Audits, Facilities

NNMC has financial and academic policies in place in order to meet its legal and fiduciary responsibilities. [NNMC's Administration Policy 1.1](#) provides an overview of policies and procedures by which the BOR perform their duties.

The members of the BOR are sworn-in by an elected official and receive training through an on-boarding process. In 2019, NNMC inducted four new members to the BOR. At the March 2019 meeting, all five regents participated in an on-boarding process that included a review of the [Open Meetings Acts by the NM Higher Education Department](#). NNMC's [legal counsel presented and reviewed additional responsibilities of the BOR](#). Orientation topics included open meetings policies and an overview of current audit findings reconciliation and progress. A binder of NNMC policies is provided to each regent.

[Board Retreats](#) provide professional development for our BOR. Two years ago, the BOR also added a "deep dive" agenda item to its standing agenda in order to gain a deeper knowledge of various projects, departments, and programs at NNMC. During the deep dive, staff members are given the opportunity to describe their programs in-depth as the BOR gains a deeper understanding of efforts within NNMC.

Executive sessions (closed sessions) are included in the [board agenda](#) to discuss legal litigation cases, personnel matters, and collective bargaining negotiations.

5.B.2 NNMC has and employs policies and procedures to engage its internal constituencies—including its BOR, administration, faculty, staff, and students—in the institution's governance.

The BOR consists of five members nominated by the Governor and appointed by and with the consent of the Senate ([NM Constitution, Art. XII, Sec. 13](#)). Members are appointed for a term of six (6) years and hold office until a successor is identified. The governor, with the advice and consent of the senate, selects a student member from a list provided by the president. In making the list, the president considers the recommendations of the student senate president of NNMC. The term of student members is two years.

The BOR is a legal entity created by the state constitution and statute, and has the legal authority of a body politic and corporate. Authority for oversight of the institution is defined in [BOR Bylaws](#). The BOR recognizes its responsibilities for the operation of NNMC, and recognizing that circumstances may require that the BOR reassert authority which it has delegated to the administration, the BOR

generally defines its role and function in the [BOR Bylaws \(p. 2\)](#).

NNMC's policies and procedures are posted on its [website](#) and are updated when required ([matrix](#)). On July 26, 2019, the president launched a [Policy Action Team](#) during a day-long retreat that included all staff and faculty. The group was tasked with reviewing the policies and determining the currency/need, the ownership, and if there was redundancy with other policies. The results were collected and compiled. The recommendations were then shared with the owners of the policies identified. The [policy website](#) is a work in progress as the team is working on the new classification system.

The Provost/VP for Academic Affairs has an Academic Chairs, Deans and Directors Committee to vet policies and discuss practices pertaining to Academic processes. NNMC faculty have a Faculty Senate to serve as an advisory and consultative body in the governance process in matters affecting instructional programs and the faculty. The Faculty Senate is guided by the [Faculty Senate Constitution and By-Laws](#). Regular activity of the Faculty Senate and the Student Senate is reported monthly to the BOR as mentioned before.

Staff and faculty participate in institutional committees throughout NNMC that contribute to its continuous improvement. Standing institutional committee meetings take place on a regular basis. Committees include the prior mentioned Academic Chairs, Deans and Directors (ACD [2017](#), [2018](#), [2019](#), [2020](#)), [Distance Education Committee](#), [Strategic Enrollment Management \(SEM\) Committee](#), [Space Utilization Committee](#), [Committee for Learning Assessment of Students \(CLASs\)](#) and [Co-Curricular Assessment Committees](#), to name a few.

NNMC staff and faculty have other opportunities to come together and engage within the college governance. Staff and faculty are invited to [Strategic Planning Meetings](#), [Open Forums](#), and [State of the College addresses](#) from the president. [Ask President Bailey](#) process provides a dialogue between students, employees, and the president as evidenced on the website.

NNMC is continuously engaged in developing and updating policies that align with new practices adopted by the institution. For example, as NNMC expands its capability to be able to offer fully online programs in the near future, the library staff developed the [Copyright Policy](#) to maintain legal and responsible use of academic resources and intellectual property. New and updated policies are shared with the NNMC community. This provides students, staff, and faculty an opportunity to review the policies and [provide feedback](#), after which the policy is presented to the BOR for final approval.

Additional practices that engage the NNMC community in governance and decision making include the BOR meeting agenda dissemination fourteen days prior to for public comment opportunity. The Board of Regents also encourages public comment at meetings by including the public comment agenda item in the BOR Meeting agenda.

5.B.3 NNMC's administration, faculty, staff, and students are involved in setting academic requirements, policies, and processes through effective structures for contribution and collaborative effort.

NNMC convenes the following [Faculty Senate Committees](#) which are entirely faculty-led committees to ensure shared governance and collaboration:

1. [Academic Freedom, Promotion and Tenure](#): responsibilities include all issues related to

- academic freedom and tenure. Specifically, it shall evaluate the credentials of and make recommendations to the President of Northern New Mexico College on Faculty members who are eligible for tenure or promotion in academic rank.
2. [Undergraduate Curriculum](#): responsibilities include all issues related to the instructional curriculum at the undergraduate level. Specifically, it shall analyze certificates, degrees, courses, and programs and recommend any changes deemed necessary. In addition, it shall certify that the membership includes representatives from all vocational and academic areas. This committee shall specify both normal and emergency procedures for the approval of new courses and new programs.
  3. [Honors](#): responsibilities shall include the nomination of candidates for honorary degrees. It is expected that the committee gives careful study to the selection of candidates for honorary degrees and attempts to select the most appropriate candidates, keeping in mind the present interests, functions and the anticipated development of the NNMC.
  4. [Personnel](#): responsibilities include all issues related to Faculty positions. Specifically, it shall review proposed changes in the Faculty Handbook, improve the professional development and sabbatical programs, consult on changes in the number of Faculty positions, review changes in the Faculty Constitution and by-laws, provide input to the administration in the development of the Faculty salary matrix, and make recommendations for salary changes. Further, it should ensure that all Faculty Constitution and Faculty Handbook procedures are followed fairly and correctly.
  5. [Academic Standards](#): responsibilities include all issues related to academic standards. Specifically, it shall review policies governing the transference and validation of credits, admissions, academic advising, and shall review requirements for honors and degrees, hear cases of plagiarism, cheating, or improper conduct and appeals of readmission or change of grade.
  6. [Educational Policy](#): the duties of this committee shall include examining the academic structure of the institution and any changes in this structure. It shall also provide advice on these matters to the President and the BOR. For the purposes of the committee, “academic structure” includes the establishment or discontinuation of new schools and colleges within the institution, the distribution of departments and programs among these schools and colleges, and the administrative oversight of the schools and colleges.
  7. [General Education](#): responsibilities include all issues related to general education for undergraduate students. The committee shall make recommendations to the Faculty Senate regarding General Education. It shall work in collaboration, when appropriate, with the undergraduate curriculum committee. The General Education Committee shall ensure that the general education requirements satisfy the General Education Common Core Competencies established by the State of New Mexico.

These committees interact when necessary with the American Federation of Teachers (Faculty Union Chapter), the Care Team, the Institutional Review Board, and the Strategic Enrollment Management Committee. Finally, these committees report on a monthly basis to the Faculty Senate who according to the [Faculty Handbook](#), has the [duties specified here](#).

Just recently, the Faculty Senate developed an [ad hoc Sharing Governance group](#) that has monthly meetings with the President and the Provost to discuss policies and practices that impact NNMC, so that the administration gets input from faculty and staff who are interested in taking steps towards positive change.



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## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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5.A Northern New Mexico College (NNMC's) resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5.A.1 NNMC has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

NNMC funding comes from three main sources: a) state appropriation; b) tuition and fees revenues; c) grants and contracts. Despite decreased funding and revenue from state appropriations, tuition, and fees over the past few years, enrollment grew 6% between [Fall 2015](#) and [Fall 2019](#), and the state appropriation has increased around 2%. NNMC has sought innovative ways to create new revenue streams via grants and contracts, thereby lessening dependence on the state appropriation. Approximately \$2M have been secured through contracts with the main employers in the region ([N3B](#), [LANL DET](#), and [LANL RCT](#)) over the past year. These initiatives with employers represent the first of their kind at NNMC.

Similarly, NNMC started a [proactive campaign](#) to secure federal and state grant funds. Since 2017, academic departments and faculty are incentivized to secure funding by allowing them to get a percentage of the indirect cost of each grant awarded. Results of this work included a \$2.5M [Title V grant](#) in 2018, a \$1.3M [Upward Bound Grant](#) in 2017, \$750K from the [ECMC Foundation](#) in 2019, and more than \$1M from several grants through the [National Science Foundation \(NSF\)](#) and the [National Institutes of Health \(NIH\)](#). Finally, NNMC has assessed and reallocated resources by eliminating overhead expenses including the elimination of a vice president position and an executive administrative assistant, [reorganization of the five academic colleges](#) into two academic schools, and strategic elimination of programs (e.g. [Wildland Fire Science](#), [Pueblo Indian Studies](#), and [Music](#)) with historic low enrollments and low job demand.

All new revenue and savings have been allocated to high-priority initiatives including the hiring of 20% additional full-time faculty members to address the faculty-to-program ratio issue, increasing the number of professional development opportunities for faculty and staff, increasing the number of staff members in the business office and student services, enhancing lab facilities in engineering, nursing, and radiation protection, renovating student services facilities, renovating the student success center, upgrading distance education with the addition of a distance education coordinator

and the acquisition of a campus license for Zoom, renewing wireless IT infrastructure including the development of the [NNMC GO mobile app](#), expanding peer-tutoring centers, and hiring of staff and student services provided to the local high school as a recruitment and retention strategy.

In addition, in November 2019, NNMC instituted the [IT Governance Committee](#). NNMC is also finalizing an NNMC Information Security Program. NNMC has made a number of investments in online delivery and capacity. This includes Zoom, Genius, piloting Learning Tools Interoperability (LTI), and investment in [training faculty](#) members to [create](#) and [teach classes](#). Distance Education is working to create a guideline for resource subscription/procurement as it relates to interoperability and deployment in the Learning Management System (LMS).

[NNMC has two campuses](#), one in Española, NM, and one in El Rito, NM. [The Española campus](#) provides all courses in its 15 buildings. [The El Rito Campus](#) has 9 buildings and is currently being renovated to house the Branch Community College's technical trades programs that will start in the Fall of 2020, with lab courses scheduled to commence in Spring 2021.

NNMC's Española campus has a total of 45 classrooms (about 3 per building) all with Wi-Fi access. All staff members and full-time faculty members have their own offices for a total of 196 offices. In terms of learning space, NNMC has 47 classroom laboratories (Engineering, Biology, Chemistry, Physics, to name a few) available for students and faculty. NNMC has a theater (Center for the Arts) and an Event Center. The new Event Center has a capacity of 180, the Center for the Arts has a capacity for 360, the Little Theater has capacity for 80 people, and Cutting Hall on the El Rito campus has capacity for 125 people.

The Española Campus also has a [gymnasium](#) made available for students and employee wellness and for the NNMC basketball NAIA games. The gym seats 2200 people. (15,000 sqft). The weight room capacity is 25 (600 sqft). The game room capacity is 40 (450 sqft). The racquetball court capacity is 4 in courts and 12 in bleachers (200 sqft). The office space capacity is 25 office (900 sqft). Commencement ceremonies take place at the gym. All these facilities are also available for community events.

The [Richard Lucero Center](#) can be used by NNMC students for swimming classes under an agreement with the City of Espanola.

Plenty of [parking space](#) is available and it is free for all employees and students.

[NNMC's library](#), provides study rooms, tutoring labs, and meeting rooms. Specifically, study pods (capacity: 1-2); Glass Room (capacity: 25 and reserved for groups of 3 or more); Group Study Rooms (capacity: 6 and contains touchscreen, smart computer monitors). Special Collections (capacity: 10); Computer Lab Classroom (capacity: 20 and reserved for groups of 3 or more); and Computer Lab (capacity: 36 with dry erase board, smartboard, speakers, projection screen, and projector).

NNMC's technological infrastructure includes a [computer network](#) available for employees and students with the following bandwidth: Primary Circuit 1Gb with 2Mb Utilization and Second Circuit 100Mb. This is possible because of a [fiber-optics infrastructure](#) that provides connectivity for the buildings. Similarly, all full-time faculty members have an assigned computer (approximately 83 laptops & desktops) and students have access to computer labs. NNMC has a [laptop loan program](#) with more than 150 computers available for students to take home free of cost. NNMC also has Smart Board Enabled Classrooms, free Wireless internet access for students, [FREE software licenses of Microsoft Office 365](#), and [NNMC.EDU email accounts](#).

NNMC Technology Services([see Cost Analysis](#)) Include:

- [Banner 9](#): to include Student, Finance, Financial Aid, Human Resources
- [Blackboard Learning Management System \(LMS\)](#) is now being used by the entire college due to the pandemic as traditional and hybrid academic courses have now moved into an online environment. A total of 325 courses are now being supported by Blackboard. The college uses Blackboards hosting system to monitor and assist with NNMC's online courses.
- [Genius LMS](#): is a non-academic registration/enrollment management system similar to Banner ILP. Genius is currently being used to support NNMC professional development courses and the Continuing Education department to provide online venues for their clients and students.
- [Zoom Videoconferencing](#): NNMC introduced Zoom three years ago to a small group of faculty/students/staff and administrators. It has now been widely adopted throughout the college, as the Zoom agreement provides for all students/faculty/and college staff and administrators with a Zoom license. Zoom is being used for NNMC meetings, webinars, and community town hall meetings. Zoom has become part of the NNMC's program, providing instructors with the ability to lecture, record, to conduct class meetings, or hold individual meetings with students.

NNMC IT Support includes [IT Eagles Helpdesk](#), [IT Policies](#), [IT Equipment Quotes](#), IT Support For New Employees, IT Remote Support, [Report a Problem \(webform\)](#), [Inventory Control](#), [Network Access](#), and [Deletion of Assets](#).

5.A.2 NNMC's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Since Spring 2017, the Office of the Provost has led an annual budget retreat to discuss all academic affairs priorities for budget allocations ([Annual Budget Retreat 2017](#), [Annual Budget Retreat 2018](#), [Annual Budget Retreat 2019](#)). Requests for budget increases are submitted as part of the annual report in the previous fiscal year and are discussed, and recommended collectively at the retreat. This has allowed NNMC to strategically reallocate resources from areas with low educational priority to those chief to the institutional mission, particularly those aligned with the Strategic Direction priorities. For example, the [budget for Academic Affairs](#) has increased by more than 8% in the last year, not including the salary increases that were given consecutively for the last two years. The number of full-time faculty positions grew from [37 full-time faculty](#) in AY 2015-16 to [53 full-time faculty](#) in AY 2019-20. NNMC has also invested in adjunct faculty in order to better compensate them ([11% increase in 2019](#)) and to expand the offerings of course sections. The number of [distance education staff](#) and [academic advisors](#) increased in the same period, and [sabbatical opportunities](#) have been provided every year since 2017 after a ten-year gap.

In the last two years, NNMC has been recognized by the State of New Mexico for being the only higher education institution to guarantee that no Instructional and General (I&G) funding is distributed to its Athletics program. The program is now fiscally self-sustaining from four sources of revenue: (1) the Research Program and Special Projects (RPSP) allocation by the state; (2) student athletic fees; (3) athletic event ticket sales; and (4) sponsorship.

Similarly, NNMC has implemented practices to be more effective and efficient in its operations. For example, the [payroll system](#) and the [purchasing of course materials](#) have been outsourced to external companies that provide more efficient and reliable processes at a fraction of the cost.

5.A.3 The goals incorporated into NNMC's mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

NNMC currently implements its mission through a clearly articulated [Strategic Direction](#) document published in 2017 and covering the years 2018-2022. These institutional goals are described in Criterion 1.B and the targets are: a) Student headcount at 1400/semester & student credit hours at 14,000/semester; b) Annual retention rates at or above 75% and graduation rates at or above 30%; c) All students, faculty, staff members, community members, and external stakeholders have the information they need to support NNMC's mission, and the opportunity to contribute to an open dialogue of continuous improvement; and d) Everyone in the NNMC community knows that they are respected & valued as contributing members of the NNMC team.

NNMC tracks progress made towards the Strategic Direction goals through several mechanisms including: 1) quarterly state of the college addresses by the president; 2) weekly reports of presidential activities to the Board of Regents; 3) monthly reports to the Faculty Senate from the president and provost; 4) written annual report of activities.

For example, all internal departments are required to follow the annual report format (e.g. [Academic Affairs Template](#)) demonstrate that all activities, successes, challenges, budget requests, and future projects are tied and aligned with each one of the lines of effort in the Strategic Direction. NNMC's philosophy is that resource decisions and activities reflect Strategic Direction objectives which are intrinsically aligned to the institution's mission.

All of these reporting mechanisms contribute actively to the awareness and understanding of current resources, organizational changes, and emerging opportunities that influence NNMC's mission.

5.A.4 NNMC is committed to ensuring that staff in all areas are appropriately qualified and trained.

[NNMC's hiring policy](#) is to base decisions on employment solely upon the individual's qualifications for the position being filled and to make promotion decisions based solely on the individual's qualifications as related to the requirements for the position for which he/she is being considered. This policy applies to all positions. NNMC is an [EEO](#) employer.

NNMC developed its hiring process with a goal to recruit and retain qualified faculty, adjuncts, staff and student workers. The hiring process includes posting advertised positions via multiple avenues including the NNMC website, hiring websites, LinkedIn, local newspapers, and internal email broadcasts. All positions are posted with minimum qualifications and educational requirements. A screening committee is recruited by the hiring committee chair and NNMC utilizes a secure site, in which cover letters, resumes, transcripts and supporting documents are uploaded for review. Finally, a structured interview process is completed (see [faculty search](#) and [general search](#) procedures).

NNMC provides employees with opportunities for professional development, including internally offered sessions, retreats, and external conferences when appropriate. [Professional development](#) sessions are typically offered in the Fall and Spring the week prior to the beginning of classes so that faculty members can attend. Beginning Fall semester 2020, staff/faculty professional development will be moved online using NNMC's non-academic learning management system, [Genius](#). This LMS will allow for the tracking/recording of staff progress/and provide training sessions that are mandatory such as Title IX, active shooter, purchasing processes, travel policies, Blackboard/Zoom training, and grant application process including Uniform Guidance Regulation. For successful candidates, Genius will provide a certificate of accomplishment for each staff or faculty member.

Other training opportunities including customer service have been also offered during the Summer to our student services staff team. Training on the [Respectful Campus \(2240\) Policy](#) and a [Team Spirit retreat](#) were offered in Spring 2018, respectively.

Since Fall 2017, all newly hired full-time faculty attend monthly orientation sessions led by the Provost during their first 6 months. This includes an introduction to the faculty handbook and collective bargaining agreement, best practices for advisement, grant writing, civility in the classroom, and engaging in difficult communication.

5.A.5 NNMC has a well-developed process in place for budgeting and for monitoring expenses.

First, NNMC is required to follow the [State of New Mexico Higher Education \(NMHED\) Department Running Institutional Finance Schedule](#). This serves as a guide and timeline for requirements from NMHED. This schedule provides the deadlines for both the Budget and Funding Requests, as well as the Financial Reporting which are key budget processes for NNMC.

Second, NNMC follows a [Budget Review Process](#) for all Unrestricted and Restricted documents which flow through the Business Office for processing. Once budget availability has been verified for each document the grants accountant or the budget director will approve and forward the documents to the Procurement Compliance officer for further review. If there are insufficient funds available to process a document, the document will be returned to that department until the department submits a Budget Adjustment Request (BAR) and the BAR has posted within BANNER to cover the expense for the document submitted. Every department has access to the BANNER system to verify budgets. This is a very useful tool for managing department budgets.

Third, NNMC has a well-developed [BAR Process](#). During the fiscal year, departments are allowed to spend from both Unrestricted (General Fund and Other revenue) and Restricted (Private, State, Federal, and Local grants) funds. If a department does not have funds available within a specific account, they may submit a BAR to move available funds from one account to another. This is strictly a line item adjustment referred to as an Internal BAR, and does not require the Board of Regents (BOR's) approval. Other types of BARs that require BOR's approval include: a) Budget Transfer (transferring funds from one fund to a different fund); b) Budget Increase (in order to spend new, unbudgeted revenue a budget increase BAR is required in order to spend the funds); c) Budget Decrease (if a budgeted grant award comes lower than anticipated, a budget decrease requires a BAR).

Once a month or at least every quarter, a Board of Regents (BOR) meeting is held, during which the VP for Finance and Administration submits BARs to the BOR for approval. These BARs will roll up to the year-end Final BAR submitted to the NMHED on May 1st.

Fourth, NNMC utilizes the [NMHED BAR \(final budget adjustment request\) Template form](#) in compliance with NMHED.

Fifth, NNMC follows the [NMHED -Budget Instructions for submitting Operating Budgets and Final Budget Adjustment Requests \(BARs\)](#). A final budget adjustment request (BAR) form for the current fiscal year is a requirement, reflecting any adjustments made during the fiscal year to the original state-approved budget, which is submitted with the Next Fiscal Year's BOR approved and proposed Operating Budget by the Statutory deadline of May 1st. Once the Operating budget has been approved by the State HED and the State Department of Finance (DFA). The budget is then loaded into the Banner system and is available for departments to begin spending on July 1st.

NNMC follows an [Operating Budget Process](#). This is the timeline of the Internal processes which lead up to the compilation and submission of the Institutions Operating Budget. The dates for this schedule are updated by calendar year and may not always flow as expected based on the State legislature and depending on the dates of when the appropriation bills are signed by the Governor.

As mentioned in 2A, the BOR adopted the State of New Mexico [Procurement Code](#) appertaining regulations. By voluntarily adopting these regulations, the BOR implemented oversight and review over NNMC's purchasing and contracting functions that are stricter than all other higher education institutions in New Mexico.

## Sources

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- PRES\_COMM>NNMC\_Website>NNMC GO APP
- PRESIDENT MOU>NNMC and City of Esp
- PRESIDENT Online Bookstore Purchasing
- PRESIDENT Payroll Outsourcing 2019
- PRESIDENT Professional Development Week 2016-2020
- PRESIDENT\_COMM\_Campus Tour.pdf
- PRESIDENT\_HLC DOCS\_Interim Report 120117
- PRESIDENT\_POLICY EEO and Non-Discrimination Policies
- PRESIDENT\_POLICY\_Hiring Policy 2008
- PRESIDENT\_POLICY\_Respectful Campus Policy 2240
- PRESIDENT\_Strategic Direction Team Spirit Retreat
- PRESIDENT\_Strategic\_Direction\_2022
- VP\_FINANCE Eagle Memorial Gymnasium
- VP\_FINANCE El Rito Campus
- VP\_FINANCE Email Request Form
- VP\_FINANCE Espanola Campus
- VP\_FINANCE Free Campus Parking
- VP\_FINANCE Free Microsoft Office 365
- VP\_FINANCE IT Policies and Procedures
- VP\_FINANCE NMHED BAR\_Template\_3Jan20
- VP\_FINANCE NMHED Budget Instructions
- VP\_FINANCE NMHED Running Schedule for 2020
- VP\_FINANCE>NNMC BAR Process 2015
- VP\_FINANCE>NNMC Budget Review Process 2015
- VP\_FINANCE>NNMC IT Cost Analysis
- VP\_FINANCE>NNMC Network Communications
- VP\_FINANCE>NNMC Network Expansion
- VP\_FINANCE>NNMC Operating Budget Process 2015
- VP\_FINANCE>NNMC Procurement Guide
- VP\_FINANCE\_HR Adjunct Salary Matrix
- VP\_FINANCE\_HR General Search Procedures
- VP\_FINANCE\_HR Sabbatical Leave (3).pdf
- VP\_FINANCE\_HR\_Faculty Search Procedures
- VP\_FINANCE\_IT Banner 9
- VP\_FINANCE\_IT Equipment Request Form.pdf
- VP\_FINANCE\_IT Genius Software



- VP\_FINANCE\_IT Governance Committee
- VP\_FINANCE\_IT Inventory Control
- VP\_FINANCE\_IT Laptop Loan
- VP\_FINANCE\_IT Network\_Access
- VP\_FINANCE\_IT Report a Problem
- VP\_FINANCE\_IT Request for Disposal of Assets
- VP\_FINANCE\_IT Zoom License
- VP\_FINANCE\_NSF Grants
- VP\_PROVOST Academic Advisor Assignment Email
- VP\_PROVOST Annual Budget Retreat 2017
- VP\_PROVOST Annual Budget Retreat 2018
- VP\_PROVOST Annual Budget Retreat 2019
- VP\_PROVOST Application for Online Course
- VP\_PROVOST Fulltime Faculty Roster 2015-16
- VP\_PROVOST Fulltime Faculty Roster April2020
- VP\_PROVOST Increase in Number of Advisors
- VP\_PROVOST Online Course Review and Approval Process
- VP\_PROVOST Rules and Procedures for Faculty Credentials To Teaching DL courses
- VP\_PROVOST Template\_Annual\_Report 2019
- VP\_PROVOST\_Academic Budget FY16 to FY20
- VP\_PROVOST\_ACADEMICS\_PROG REV\_Conclusion AA Music 2018
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- VP\_PROVOST\_ACADEMICS\_PROG REV\_Conclusion PIS 2019.pdf
- VP\_PROVOST\_ACADEMICS\_PROG REV\_Conclusion RN to BSN Program 2018
- VP\_PROVOST\_ACADEMICS\_PROG REV\_Conclusion Wildland Fire Science 2017
- VP\_PROVOST\_DE Blackboard
- VP\_PROVOST\_DE New staff positions.pdf
- VP\_PROVOST\_Faculty to Program Ratio 2020
- VP\_PROVOST\_GRANTS ECMC Foundation 2019
- VP\_PROVOST\_GRANTS Fully Executed Triad Contract
- VP\_PROVOST\_GRANTS Grant Calendar 2018-19
- VP\_PROVOST\_GRANTS LANL RCT 2019
- VP\_PROVOST\_GRANTS N3B Apprenticeship Program
- VP\_PROVOST\_GRANTS NIH 2019
- VP\_PROVOST\_GRANTS Title V Grant 2018
- VP\_PROVOST\_GRANTS Upward Bound Program 2017
- VP\_PROVOST\_IR NNMC Factbook 2015
- VP\_PROVOST\_IR\_NNMC Factbook 2019
- VP\_PROVOST\_LIBRARY Library Spaces
- VP\_PROVOST\_Restructuring of Acad Colleges to Acad Schools
- VP\_PROVOST\_STUDENTS\_Eagle\_Tech\_Support

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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5.C NNMC engages in systematic and integrated planning.

5.C.1 NNMC allocates its resources in alignment with its mission and priorities.

NNMC's annual budgeting process incorporates both a review of the institution's vision, mission, and [2018-22 Strategic Direction](#), and an analysis of its budget priorities in alignment with these priorities. The Provost conducts annual budget retreat planning sessions with all deans/chairpersons, and programmatic project directors ([2017](#), [2018](#), [2019](#)) to ensure an open and fair vetting of department budget priorities. Integral parts of this process are the dean's and director's annual program reports ([AY 2017-2018](#) and [AY 2018-2019](#)). These annual reports provide 1) a summary of achievements, 2) challenges, including how such challenges will be addressed and if financial resources are needed, and 3) future projects and plans. The review requires that leadership align their past success and future needs to NNMC goals to support funding requests and support from the executive team.

It is relevant to see that NNMC has been faithful to its mission by [keeping tuition flat for three years](#), by [increasing the budget of Academic Affairs](#), by developing scholarship opportunities for people [55-and over](#) and [out-of-state students](#), by developing community-based education programs through new revenue stream (for example, the [Mill-Levy](#), etc) sources, and by providing better [salaries to faculty](#) to guarantee program quality.

5.C.2 NNMC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

In addition to the overall strategic planning effort, NNMC also engages in other systematic planning efforts that are intertwined. These processes include planning for [Capital Improvements](#), fiscal watch and budget monitoring, Academic Affairs budget planning, the Strategic Enrollment Plan, the Space Utilization Process, Facilities Utilization, the Program Review Process, and strategic plans from

different [academic departments](#). The development of internal goals for some operation units are aligned with the Strategic Direction. These processes inform each other.

Some examples of how the processes have worked together recently are the following:

- 1) The [Enrollment Management Plan](#) is tied to the [Strategic Direction's targets](#) in enrollment;
- 2) Collective Bargaining negotiations and salary increases are tied to the budget preparation and linked to the Strategic Direction's Team Spirit goal;
- 3) The Strategic Direction's Student Success goal is tied to budget and lessons learned from student learning assessment. Through co-curricular assessment retreat, NNMC Administration learned how student life needed to be improved and a career service office needed to be expanded. As a result, funds were allocated for a Career Service Director and an [Assistant Provost for Student Affairs](#).
- 4) The [multiple-use Event Center](#) was built as part of the capital improvement plan that was relevant to address the Strategic Plan's Communication, Student Success, and Team Spirit goals.
- 5) The [budget increases for Academic Affairs](#) (15%), as well as, the 30% increase in the number of full-time faculty members are processes linked to several goals of the Strategic Direction (Student Success and Team Spirit) and continuous communication by the Executive Team, to carefully budget planning.
- 6) The plan to expand IT infrastructure is linked to plans to increase enrollment through Distance Education. This process is linked to the process of policy updates (for example, the development of the [Copyright Policy](#) and the [Online Course Review & Approval Procedures](#)).
- 7) The expansion of the tutoring center (the [Madrid Center](#)) is a direct consequence of the student life survey, which was part of the co-curricular assessment process.

Although NNMC knows that all these processes and their evaluation can still be improved, there is general confidence that they are working. For example, successes such as investments in new personnel, new programs, salary increases, and improvement in terms of the external fiscal audit, have all been accomplished without any increases in tuition and fees.

5.C.3 The planning process encompasses NNMC as a whole and considers the perspectives of internal and external constituent groups.

NNMC engages in planning practices that allow internal and external constituent groups to provide input. Relevant processes that are broadly discussed include budget planning, capital improvement planning, program review, curriculum changes, regular discussions of day-to-day operations, etc. The following is a list of examples of how NNMC's processes allow for different perspectives of internal and external groups.

- 1) NNMC's President provides the [Spring State of the College Address](#) and the [Community Budget Forum](#). Both are open to all students, faculty, staff, and community members. These meetings assure community concerns are reviewed before final approval by the Board of Regents and submission of the budget to the New Mexico Higher Education Department and the New Mexico Department of Finance and Administration. Approved budgets are readily available for public inspection on the NNMC [website public records page](#). Other quarterly "State of the

College" addresses communicate other relevant activities to the NNMC community as a whole. Moreover, every Friday, the President reports to the Board of Regents (BOR) and the community (Faculty Senate, Academic Leadership, Employers, etc.) all activities of the week and the planned activities for the following week via the [President's Weekly Update email](#).

2) The Executive Team (President, Provost, and VP for Finance and Administration) hosts [a meeting every quarter](#) with Community Leaders from the County, City, Native-American Pueblos, major employers, and non-profits as a way to discuss NNMC updates and broader community issues.

3) The Provost meets with all the Academic Leadership ([2017](#), [2018](#), [2019](#)) twice a month to discuss relevant topics that affect NNMC.

Similarly, the [President and the Provost report to the Faculty Senate](#) at their monthly meeting to communicate important matters. Moreover, all academic leadership (Deans, Chairs, Directors, and Student Services) actively participate in important processes such as [Program Review](#) and the Annual Budget Retreats ([2017](#), [2018](#), [2019](#)).

4) The VP for Finance and Administration holds [bi-weekly meetings](#) with Finance and Administration directors. Relevant topics are shared and discussed later at Executive Team meetings.

5) The Assistant Provost for Student Affairs holds [monthly leadership meetings](#) with all directors under student services and this is reported back to the Provost which in turn is communicated to the Executive Team.

6) In response to the COVID-19 crisis, the President created an integral Taskforce with members from Academics, Student Services, Business, IT, and the Office of the President, that meets every Monday, Wednesday, and Friday to discuss the evolution, action plans, and responses to the crisis. Meeting minutes can be found [here](#).

7) All new policy proposals are shared with all [NNMC stakeholders](#) for input before going to the BOR for approval.

8) Curriculum changes and new program development include the input from external advisory committees from the relevant industry in the field of the programs. Changes of curriculum involve the [undergraduate curriculum committee](#), driven by faculty and the approval of the Faculty Senate before going to the Provost. New Programs also require the approval of the Educational Policy Committee, which works with many different offices such as the library, financial aid, registrar, distance education, etc.

9) NNMC is an active member of the [Council of University Presidents](#) (CUP) which is formed by three research universities and the four comprehensive universities in New Mexico. It is also a member of the [New Mexico Independent Community Colleges](#) (NMICC). Through these two organizations, NNMC discusses legislative priorities and provides/obtains input for common challenges in the New Mexico Higher Education.

Please see 5.C.5. below for more information on the impact of external constituent groups on planning processes.

5.C.4 NNMC plans on the basis of a sound understanding of its current capacity. Institutional plans

anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

NNMC's annual budget process also includes projections of tuition and fee revenue based upon enrollment trends and state funding allocations based on an [outcomes-based funding model](#). This funding model requires an annual review of graduation and course completion data over a three-year period. In addition to internal budget priorities for institutional and general appropriation (I &G) funding, the budget may also contain special projects, or research and public service projects (RPSPs). Funding for RPSPs is determined by a vetting process that requires NNMC's leadership to demonstrate that such projects are inextricably tied to its vision and mission and that they are in the best interest of the community. Currently, the [RPSPs](#) are funding programs like Athletics, the Veterans Resource Center, supplemental funding for the Nursing programs, and STEM initiatives with High Schools.

In addition to institutional tuition/fees, state appropriations, and RPSPs, NNMC has also been successful in securing federal, state, and private foundation grant funding utilizing community-based approaches that meet the needs of our students and external stakeholders. In FY17 grants and contracts encompassed 31% of NNMC's budget (per [FY17 audited financials](#), 'Budgetary Comparison', page 40).

All these initiatives have allowed NNMC to increase its [fund balance](#) as a way to plan for unexpected changes to the state appropriation.

Finally, NNMC has been working to expand its non-state revenue sources by developing the [Northern New Mexico College Eagle Corporation](#). The NNMC Board of Regents established the Eagle Corporation in the spring of 2020 under the New Mexico Research Park Academy and Economic Development Act. The Eagle Corporation is now poised to partner with local business entities in entrepreneurial enterprises, which will diversify the college's resource portfolio. This will make NNMC's plans to be more robust against state revenue fluctuations.

5.C.5 NNMC institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

NNMC's programmatic departments have established strategic External Advisory Committees comprised of local leaders in the respective fields of study, and informed individuals with expertise in local, regional, and even national issues and socioeconomic trends. These councils meet regularly to review current programs for their relevance to emerging trends, real-world applications, graduate preparedness, compliance with certification standards (and if applicable, relative accreditation standards) in their respective fields. Through these discussions, needs and collaborations emerge that have enabled NNMC to leverage community support in order to develop funding priorities and successful proposals that meet both the needs of NNMC students, as well as the needs of area industry/employers.

One notable example of this type of collaboration is a project partnership with the [Plumbers and Pipefitters Union \(Local 412\)](#), the Northern Area Local Workforce Development Board, the New Mexico Economic Development Department, LANL, N3B, and the Rio Arriba County Department of Community and Economic Development. The purpose of the partnership is to develop a new career readiness program to add high-demand certificates and associate degrees specific to the licensure requirements for plumbers, pipefitters, and related professions, including welders and electricians. The project [received an endorsement](#) from the Los Alamos National Laboratory (LANL), the

anticipated primary employer for graduates of this program. Similarly, the current partnership with [N3B](#) (Department of Energy Contractor for Environmental Cleanup) is enabling NNMC to develop a new associate degree in Nuclear Operations.

Funding for this important three-year start-up program (with 2 additional years for evaluation) in the amount of \$750K has been secured from [ECMC Foundation](#), starting on July 1, 2019. Another example of a collaborative partnership evolving out of a Program Advisory Council is seen in [LANL's formal, five-year, cooperative relationship](#) with NNMC to reinvigorate NNMC's Radiation Control Technician program, which offers both a one-year technical certificate and a two-year associate of applied science degree. LANL has been experiencing a growing need for RCTs, which has been exacerbated by both a 14% attrition rate due to personnel retirement and a lack of properly certified applicants. LANL sees the partnership with NNMC as a crucial strategy to provide a skilled, trained, certified local workforce. LANL has committed over \$1 million dollars to NNMC in support of this initiative, starting February 2019.

Through its program review process (in particular for the [Business](#) and [Nursing](#) bachelor programs) NNMC has determined that demographic shifts in enrollment show that these programs will have a better community impact if they are offered fully online. For the last two years, NNMC has been developing its infrastructure to offer these programs in an online modality. NNMC has acquired technologies like [Zoom](#), [Genius](#), and it is currently hiring an [instructional designer](#).

\*\*\* The text below has been merged from Core Component 5.D \*\*\*

5.D NNMC works systematically to improve its performance.

5.D.1 NNMC works systematically to improve its performance by developing documents and evidence of performance in its operations.

The Office of Institutional Research (IR) maintains a number of [annual reporting measures](#), [surveys](#), and special research projects (listed below). The office serves as a central unit for data collection, data management, data sharing, communication, and accreditation efforts. IR uses MS ACCESS and SAS to develop a wide range of operating reports based on information in the Banner data system. IR has also developed a number of internal and external reports including annual reports of student retention, student satisfaction, IPEDS, and annual planning reports to the governing board, among others. The IR also prepares, upon request, key studies for individual departments and operating areas that are then used to change and improve operations. Examples of recent studies include a [report on students who leave](#) NNMC (using Student Clearinghouse Student Tracker), an Annual Retention Report ([2018](#) and [2019](#)), unique studies (such as [Athletics Report](#), [Course Withdrawals Analysis](#), and [Tuition Promise Study](#)). The Tuition Promise Study, for example, was used by the Board of Regents to discontinue the 4-year flat tuition pledge because it showed no evidence for recruitment and retention improvements. A [Calendar of Reports](#) is posted on the IR website each Fall term for planning.

Additionally, the IR office provides a wide range of reported data going back several years. These data and reports are available to internal and external constituencies. Faculty, staff, students, and members of the community have open access to college financial data, accreditation reports, assessment of student learning, strategic planning, and [results of surveys](#).

The annual NNMC Fact Book is [published](#) each Fall semester and contains profiles on student enrollment, degree offerings, financial data, and employees. The intent of the document is to provide an accurate and consistent reference for use by various internal and external stakeholders. This effort intends to not only provide quick and easy access to institutional data but also to open up new ideas and questions. Recent examples include the [2016 Fact Book](#), [2017 Fact Book](#), [2018 Fact Book](#) and [2019 Fact Book](#).

NNMC also participates with the Council of University Presidents to produce the [Annual Performance Effectiveness Report](#). The Performance Effectiveness Report is designed as a direct response to policymakers and other concerned citizens while serving as partial compliance with the Accountability in Government Act. The report also includes common and institution-specific measures reported to the Department of Finance and Administration (DFA). The Performance Effectiveness (PEP) Report contains a common set of indicators that were identified by the Council to measure university quality and effectiveness. These indicators include Effective and efficient use of resources; Accessible & affordable university education; Student progress & student success in our universities; and Academic quality & a quality learning environment. Each institution uses measures to set performance improvement goals. Recent examples include the [2016 PEP Report](#), [2017 PEP Report](#), [2018 PEP Report](#), and [2019 PEP Report](#).

NNMC has a strong commitment to benchmarking against external organizations and comparative cohorts of colleges. IPEDS cohorts are routinely used to evaluate key measures including the cost of attendance, enrollment, graduation rates, and other key operating data. As members of the Council of University Presidents, NNMC participates in the NM Accountability Work Group (NMAWG). This group is comprised of IR professionals from each of the seven research and comprehensive public universities in the state. The group responds to various legislative requests, statewide research projects, and the annual accountability report.

The Provost publishes and posts a number of academic documents and resources on the website. These include the Annual Academic Report ([2017](#), [2018](#), [2019](#)), Retention Reports ([2018](#), [2019](#)), and the Semester Enrollment Statistics ([Fall 2016](#), [Spring 2017](#), [Fall 2017](#), [Spring 2018](#), [Fall 2018](#), [Spring 2019](#), [Fall 2019](#), [Spring 2020](#)).

NNMC administrative and finance leadership develops regular reporting of college finances and operations that are presented to the governing board and to the New Mexico Higher Education (NMHED). NNMC finances are audited annually by an independent accounting firm. Audit data is made available on our website ([FY 2016](#), [FY 2017](#), [FY 2018](#), [FY 2019](#)).

Data and operational reports are reviewed by the Regents, Executive Team, the Deans Council, Chairs, and various committees on campus such as CLASs, Co-curricular Committee, and the Strategic Enrollment Committee. The analysis of the reports and data are used to make informed changes that systematically help to improve performances in different areas (such as [CSLO Improvement Strategies 2017](#), [2018](#), [2019](#), and [Advisement Co-curricular Results](#)).

5.D.2 NNMC uses its operational experience to improve institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

NNMC is a learning organization and always thriving to do things better. It continuously enhances its capabilities, policies, processes, and practices, by developing and implementing process improvements and taking corrective actions based on performance tracking reviews and the corresponding analyses, reports, and assessments referenced above. These reviews and corrective

action plans result in the identification and incorporation of actions needed to improve and increase effectiveness and efficiency.

Few examples of how NNMC uses its operational experience to improve its effectiveness, capabilities, and sustainability are the following:

- As has been mentioned in prior criteria, the [Strategic Direction of NNMC](#), goals, and targets, have been the result of the NNMC community working together through continuous communication and bringing the expertise of many together.
- The Office of the Provost led a [salary study for the NNMC full-time faculty](#) and the development of a new faculty salary matrix. The study was led by the Provost and took place between July 2017 and February 2018. After the new salary matrix was developed, the study was presented to full-time faculty in an open forum. The study was later presented to the Board of Regents by the President. The new salary analysis matrix was included in the July 2019 collective bargaining negotiations and has been used to target legacy salary inequities.
- NNMC has been engaged in a [policies overhaul process](#) where different internal NNMC stakeholders including the Executive Team, specialized staff members, and the legal team shared their expertise by working together to review each and every one of the existing policies with the whole to update some, sunset others, and develop new ones.
- Financial stability and compliance have been the focus of a team of experts led by the Vice President for Finance & Administration (who is a former State Comptroller for the State of New Mexico) to make sure that NNMC is an exemplar on best practices in terms of internal controls and compliance. Therefore, internal experts in procurement practices have adopted and developed new business practices for the entire institution (see core component 2A).
- Continuous evaluation of enrollment data has consistently shown that enrollment per class is 21% higher for online courses than for face-to-face courses (see [Table 15](#)). Therefore, in the following weeks, NNMC will submit a substantive change application to the HLC for approval to offer a fully online Bachelor in Business Administration. Overall, NNMC is also planning to increase the percentage of online course offerings from a current 14% to 35% in the next three years.

Continuous learning and routinely applying lessons learned to enhance overall institutional performance, effectiveness, capabilities, and sustainability, are part of NNMC culture.

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## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Summary

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5.S NNMC's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

NNMC's funding comes from state appropriation, tuition, fees, grants & external contracts. NNMC has obtained several grants and contracts to create new revenue streams (examples: [LANL](#), [N3B](#), [ECMC](#), [Title V](#), [NSF GEOPATHS](#), [UB](#), [Mill Levy](#), etc.). NNMC has also made difficult resource decisions including the elimination of [non-academic positions](#), [reorganization of the Academic Departments](#), and strategic elimination of programs with historic low-enrollments and decreased job demand (such as [Wildland Fire Science](#), [Music](#) and [Pueblo Indian Studies](#)). At the same time, it has started new programs/certificates that have high student demand and local employer support (like Associate and Certificate in Plumbing, Drones sUAS Certificate, Microsoft Suite Certificate).

All new revenue and savings have been allocated to high-priority initiatives including hiring more full-time faculty ([37](#) to [53](#)), improving the faculty-to-program ratio, increasing professional development opportunities, hiring more business office and student services staff, academic lab enhancements, renovations for student services and the student success center, distance improvements; renewal of wireless IT infrastructure, and [expansion of the peer-tutoring centers](#).

Similarly, NNMC has implemented practices to be more effective and efficient in its operations such as the [payroll system](#) and the [bookstore acquisition](#) process, which is now outsourced externally for a fraction of the cost.

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