

Office of the Provost
Northern New Mexico College



Annual Report 2019-2020 Academic Affairs

Academic Affairs Summary	3
Academic Units.....	7
School of Liberal Arts, Business, and Education	7
Department of Arts, Film, and Media.....	7
Department of Business Administration	10
Department of Humanities and Social Sciences	14
Department of Language and Letters.....	17
Department of Teacher Education	22
School of Science, Technology, Engineering, Math, and Health Sciences.....	27
Department of Biology, Chemistry, and Environmental Science.....	27
Department of Engineering and Technology.....	31
Department of Mathematics and Physical Science	37
Department of Nursing and Health Sciences.....	40
Academic Support Services	44
Center for Distance Education	44
Institutional Research	52
Library.....	55
Student Services	61
Accessibility and Resource Center	66
Admission/Recruitment/Dual Credit	72
Advisement and Student Success	76
Financial Aid Office	82
Office of the Registrar	87
Special Educational Programs	91
Adult Education Program	91
College Assistance Migrant Program	95
Connecting Academics with Student Success and Achievement (CASSA)	102
Continuing Education	106
High School Equivalency Program.....	109
Upward Bound	114

Academic Affairs Summary

This report provides a unique opportunity to highlight the endeavors that Academic Affairs engaged in during the last academic year, as well as to reflect on the accomplishments, contributions, opportunities, and challenges that shaped the year. The tasks in which Academic Affairs was involved during the 2019-20 academic year were mainly driven by some unique challenges: the unprecedented COVID-19 crisis, the four-year HLC Assurance Report, the first-year under a new academic structure, and the launching of the branch community college and its programs.

Although several areas within Academic Affairs enjoyed a budget increase in Fiscal Year (FY) 20, the Office of the Provost had to proactively and deliberately engage with different units from Academic and Student Services in the difficult task of reducing its budget for FY 21. These budget cuts were in the State I&G appropriation which resulted from the legislative special session in June 2020.

Academic Affairs led the timely completion and submission of the four-year Assurance Argument report to the Higher Learning Commission (HLC) and last September 2019, Academic Affairs supported the Department of Engineering and Technology with the ABET accreditation visit for the engineering programs.

Academic Affairs worked under the new academic structure with nine academic departments that form two newly created Schools. Although the new structure allowed a more efficient operation that contributed to an increase in the number of full-time faculty members, the current contracts for Academic Chairs do not allow for effective operation continuity during the summer. Hopefully, in the near future, the vacancies of deans will be filled which enhances the outward position of NNMC with employers and the community at large.

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

Enrollment

- ***Complete College America (CCA) Strategies:*** NNMC continues to explore the implementation of the CCA's first strategy, 15 to Finish. The number of 8-week courses scheduled for Fall 2020 increased by more than 500% from courses scheduled in Fall 2019. However, more work towards this goal needs to be done since even this important increase means that only 20% of all the courses scheduled for Fall 2020 are in an 8-week schedule. However, this new scale will allow NNMC to assess and evaluate the strategy for enrollment and retention purposes.
- ***Program Evaluation:*** Academic Affairs led the collaboration with Gray Associates to obtain licenses for the cloud-based platforms to evaluate the program demand (student and employment demand) for each field and degree in NNMC's program portfolio. NNMC also assessed program economics in terms of revenue and cost. During February 2020, a two-day

workshop with all campus leadership was facilitated by Gray Associates to recommend programs to be initiated in the near future. The workshop provided also a unique opportunity to recommend programs to grow, fix, and possibly sunset. Future decisions informed by relevant and updated data will allow NNMC to continue to grow its enrollment.

- **Career and Technical Education (CTE) and other new Programs:** The successful passage of the Mill Levy in November 2019, allowed Academic Affairs to move forward with the submission for approval of the Plumbing Program to HED and HLC. The program received final approval and enrollment will begin in Fall 2020. Similarly, NNMC developed the curriculum for a Nuclear Operators Associate degree that will start the approval process in Fall 2020. Finally, a partnership with the Local 412, Plumbers and Pipefitters Union, was formalized so that NNMC can provide college courses at the Local 412 training centers distributed across the state.
- **Distance Education:** On March 2020, NNMC was required to change all face-to-face courses to a remote delivery modality when the COVID-19 crisis hit New Mexico. In summer 2020, the pandemic crisis accelerated the request for approval with HLC to offer fully online programs and the outcome will be known by late Fall. Finally, NNMC hired an Instructional Designer that assists instructors with course design to address the quality and effectiveness of online delivery.

Student Success

- **Program-Level Assessment:** The program-level assessment process was implemented for all programs for the first-time after a ten-year pause for programs without program-specific accreditation. Progress is currently documented through a website and the Annual Report for academic departments have been combined with the institutional collection of assessment data and continuous improvement plans. This decision will allow the institution to avoid losing track of this fundamental activity.
- **General Education:** NNMC continued the certification of its courses through the statewide curriculum committee and the process will be finalized by December 2020. Most of NNMC's suggested courses for General Education have been approved by the Higher Education Department (HED) and most of the fields offered have also completed the common course numbering process.
- **Student Advisement:** NNMC made substantial progress to finally implement Degree Works. The last four catalogs have been scribed and all academic departments have been trained in the use of the software. This implementation allows students and their advisors to strategically select courses to expedite graduation. Moreover, in Fall 2020, individual student plans will be created in Degree Works which will allow the institution to strategically schedule the courses that are needed by students in a timely manner.
- **Collaboration with Local Employers:** In September 2019, a two-year contract for over \$450K was signed between NNMC's Continuing Education Department and the Detonator's Division of Los Alamos National Lab (LANL) to retool and enhance the skills of their technicians. The training was launched for more than fifty technicians enrolled in January 2020. In August 2019, NNMC also secured another two-year contract for over \$275K with N3B. The first cohort of apprentices began the program and NNMC is currently developing the Nuclear Operators Associate degree that will allow NNMC to expand the term of the

current contract. A third proposal for Project Management Education at LANL was submitted in June 2020, but the Covid-19 crisis created a delay in the award process. These three initiatives strategically contribute to the workforce development of the region served by NNMC.

Team Spirit and Communication

- **Sharing Governance Committee:** As a way to improve communication with faculty members, the Office of Provost and the Office of the President became members of the Sharing Governance Committee. This endeavor allows the constituents to provide direct, honest, and timely feedback and input to the decision-making process.
- **Policy Development:** During 2019-2020, Academic Affairs has been supporting the efforts of the Library Director to standardize, store, and update all institutional policies. A newly developed website shows the progress made. Academic Affairs engaged with several college committees and the legal team to develop, modify, and obtain Regents' approval on the following policies: Instructional Live Streaming and Lecture Capture Policy, Faculty Handbook for the Branch Community College, Research Misconduct Policy, Program Review Policy, and Copyright Policy.
- **Evaluation of Academic Leaders:** In addition to regular opportunities given to staff and faculty to evaluate Academic Department leaders, this year Academic Affairs led an effort to allow other campus leaders to evaluate the performance of Academic Chairs. Similarly, a new cycle of survey deployment has been implemented so that Student Services can also be evaluated by students and campus leaders.
- **Salary increases for Nursing Faculty:** Although Collective Bargaining Agreement negotiations were still going on at the end of the academic year, NNMC received a 70% increase in the Nursing Enhancement state appropriation that will provide a substantial salary increase for the Nursing faculty members.

As it was mentioned before, this year brought also some unique challenges to the Academic and Student Services areas that composed Academic Affairs. The COVID-19 crisis unveiled some regional infrastructural challenges and institutional weaknesses that became obstacles to the accomplishment of the institution's academic mission.

First, the conversion of 100% of the face-to-face courses to an online environment made evident the accessibility access challenge from an important group of NNMC students who live in remote and rural areas that lack Internet access. Even for those areas with local (or nearby) internet access, the lack of access to appropriate hardware (such as laptops) also proved to be a challenge for approximately 10% percent of our students. Similar technology challenges were experienced by faculty members with either poor or no internet access at home. For some faculty members, this problem was coupled with the lack of well-developed technological/pedagogical skills to teach online. Finally, the new scale of delivery of courses and student services in a virtual environment showed the need for a higher number of specialized staff that could provide support on Banner and Blackboard.

Secondly, retention and recruitment indicators for NNMC remained flat during AY 19-20 across almost all academic programs. The continuous evaluation of quality indicators through program review, in addition to historic enrollment, lead the Council of Chairs and the Office of the Provost to unanimously recommend the termination of the Bachelor in Math. NNMC Board of Regents has not approved this recommendation at the time this report is being written.

Academic Affairs looks forward to addressing growth opportunities and will continue to embrace the lines of effort of the Strategic Plan. For AY 20-21, Academic Affairs is planning to engage in the following future projects: a) expand degree offerings to potentially add a Certificate in the Cannabis Establishment Technician, Associate Degree for Nuclear Operations, and Associate Degree in Medical Assistant; b) continue to enhance NNMC's capacity to offer fully online programs; c) develop a process that maps, step-by-step, interaction with potential students from identification to final registration; d) continue the adoption of CCA strategies to improve student success as measured by retention, persistence, and graduation rates.

Academic Units

School of Liberal Arts, Business, and Education

Department of Arts, Film, and Media

Chair: Mr. Mateo Frazier

I. Annual summary of activities

A. Enrollment

Semester/Year	FTE	Headcounts	SCH	Number of Courses
Fall/Spring 19/20	18.42/14.25	20/15	665/556	18/26
Fall/Spring 18/19	29/25	24/28	656/588	28/26

AFM realized a steady enrollment trend in 19-20. The graduation of 8 FDMA majors in the summer of 2019 did reduce our overall headcount in 2020, although it should be noted that 7 of those graduates were retained at NNMC as B.A. Self-Design majors. We continued to participate in the Collaborative Partner Survey, the Employer Survey, and maintained a relationship with three key stakeholders/employers for STEAM specific initiatives. AFM Faculty partnered with the office of recruitment for arranged visits/presentations at New Mexico School for the Arts in Santa Fe, and regularly visited area High Schools; Española Valley High School, Pojoaque Valley High School, and Penasco High School.

B. Student Success

AFM conducted comprehensive degree audits for ALL declared FDMA program majors. We have aggregated this information into an analog/electronic file system that is shared with all AFM Faculty and staff. AFM also maintains a weblog of all student advisement activities for all FDMA majors. Faculty regularly met (twice per academic year) with advisees to ensure adequate academic progress, before registration deadlines each semester. All AFM faculty were encouraged to inform and encourage student participation in ancillary support services e.g., Eagle Tech, Writing Center as needed. AFM faculty continue to participate in Camp program initiatives as mentors and faculty. AFM continues to mentor film students in several professional settings wherein students are both paid outside the campus and are learning film skills and how to work with clients.

C. Communication

Department of AFM held regular monthly departmental meetings for; staff, faculty, and adjunct faculty. AFM leadership regularly communicated departmental and college-wide announcements through email, phone, and postal mail. All staff/FT faculty maintained regular office hours and communicated those office hours effectively. To foster collaboration and communication, AFM leadership & staff have accomplished 100% digitization of all AFM records that are now shared with all FT AFM Faculty and Staff.

D. Team Spirit

The AFM Department staff and faculty regularly participated in college-wide committees, Faculty Senate meetings/committees, and college-wide co-curricular activities. We participated in calling campaigns and often our students could be seen filming college-wide events. We are also represented on the SEM committee, willing to help that important cause. AFM Faculty and Staff regularly support/host college and community events in the Center for the Arts. This requires ongoing support and effective communication with all departments and programs college-wide in any given year.

II. Challenges

A. Enrollment

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

B. Student Success

AFM Department continues to be challenged by limited faculty resources and addressed this in part by adding one FT lecturer position in Fall 2020. With the absorption of AFM into the HSS department in the summer of 2020, we are currently exploring approaches for closer integration into the B.A. self-design program, and the development of more 3-400 level trans-disciplinary film/art/media-related courses.

C. Communication

AFM Department continues to be challenged in maintaining adequate communications with students due to incomplete or defunct student contact information. Although, the student response rate has improved through email as all students have been driven to remote learning due to the COVID crisis. AFM Department will continue to hold regular monthly departmental meetings for; staff, faculty, and adjunct faculty, and regularly communicate departmental and college-wide announcements through email, phone, and postal mail. We are continuing to seek impactful community development initiatives by reinvigorating our Arts, Film & Media Advisement Committee (AFMAC) with new members, and more consistent communications. The primary aim of the AFMAC in 2020-21 will be to garner guidance and support in the development of an integrated studies AFM B.A. program.

D. Team Spirit

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

E. Budget requirements to address challenges

Based on our current growth trajectory, the AFM Department does not identify any additional budgetary needs for 20-21. AFM Faculty will continue to work to identify alternative/additional funding sources to support equipment/supply needs that may exceed the current budget.

III. Future Projects

A. Enrollment

Looking forward to the Academic Year 2020-21, AFM has identified three major goals/objectives. Increase FTAC recruitment by 20%; Maintain 80% declared major retention; Increase dual-credit participation by 25%. We also seek, to develop a more formal and comprehensive path for FDMA integration into the B.A. in Self-Design, including expanded 3-400 level FDMA offerings.

B. Student Success

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

C. Communication

AFM Department will continue to meet monthly as a department. We are also seeking to expand our marketing and communication with prospective students through more robust participation in governmental and professional organizations, e.g., NM Film Office, FDMA educational cohorts statewide AFM staff and faculty will also endeavor to improve communication through email/text by validating student contact information at the beginning of each semester and instituting a group text/SMS platform.

D. Team Spirit

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

Department of Business Administration
Chair: Dr. Lori Baca

I. Annual Summary of activities

A. Enrollment

The Department of Business Administration (DoBA) (name changed in Spring 2020) started the academic year in August 2019 with a decrease in enrollment of 4% (8 students) compared to August 2018. Faculty and staff worked to increase enrollment numbers by reviewing records of students who had not completed a degree and who were not currently taking courses. DoBA personnel first contacted students by mail and followed-up by phone or email. Other examples of outreach include: Advertising on Facebook, KDCE radio station, ads in local newspapers, NNMC broadcast, ongoing communication with the local New Mexico Department of Workforce Solutions office (formally Department of Labor), employers such as Los Alamos National Laboratory (LANL), Casinos, and state and county government. DoBA is continuing to partner with New Mexico Highlands University to share classroom resources which will benefit students from both institutions, and we partnered with Tierra Encantada Charter School to offer dual credit courses to approximately 20 students.

DoBA submitted a proposal to partner with the University of New Mexico (UNM) and the University of New Mexico-Los Alamos (UNM-LA) to provide courses and programs to Los Alamos National Laboratory for their students and employees – leading to a certificate, associates, or bachelor degree. The proposal was submitted early in the spring of 2020, and we are hoping to be awarded the grant toward the end of fall 2020. If awarded, NNMC-DoBA will be offering courses for the Certificate in Project Management, Associates of Arts degree in Business, and a Bachelor's degree in Business with a concentration in Project Management.

The Chair and faculty are also working on providing high-quality online business courses and offering some programs 100% online in the near future. In fact, a Substantive Change application was submitted during the summer of 2020 to the Higher Learning Commission for approval to teach all AA and BA courses online. The Faculty is preparing for the change by taking courses to improve online instruction (all DoBA faculty will receive certification by fall 2020), updating courses, self-evaluation of their courses and full evaluation by the distance education committee. By going through this formal process, DoBA and NNMC will be able to provide high quality online programs to local and distance students. Other enrollment initiatives include working with

Española Valley High School, Peñasco Independent School District, St. Michael's High School, and Coronado High School, to offer dual credit courses to their students.

B. Student Success

Students in the DoBA have had many successes this year. They received scholarships from the Northern Foundation, they obtained jobs at Los Alamos National Laboratory, at state government, and at other local organizations. Some students have decided to further their education by going from an associate degree to a bachelor's degree and some have continued past their bachelor's to completing their master's degrees. These are all great accomplishments for the students, DoBA and Northern New Mexico College. DoBA developed short-term courses (8 weeks) that enable students to take a higher amount of credit hours during one semester. By doing this, the students accelerate their studies toward graduation. These shorter classes are in response to student and employer needs. By taking classes in 8-week sessions, some students have been able to finish an Associates of Art degree in as little as 16 months and their Bachelor degree in 32 months.

During the 2019-2020 school year, DoBA graduated a total of 48 students. This was a decrease from the 2018 -2019 of 57 students or -8%. See details below:

BA Management 8	AABA Degrees 20	BA Accounting 2
BA Project Management 7	AA Cosmetology 1	AA Barbering 3 Certificates 7

The number of graduates for the period of fall 2019 to summer 2020 shows that students in the program completed 1280 credit hours. The number of declared students in the program (headcount) was 181 for fall 2019 and 164 for spring 2020.

C. Communication

DoBA uses multiple platforms to communicate with faculty, the college community, and outside organizations. Faculty and staff connect with students by email, telephone, Zoom, and in person. In order to accommodate student needs, email is used to receive and transmit information such as transcript audits, Petition to Graduate forms, change of degree forms, and any other types of services we can provide without requiring distant students to travel to campus. This has helped students who are living in Española, Albuquerque, Taos, Santa Fe, Bernalillo, and El Paso graduate with their associate and bachelor's degree. DoBA communicated with administration and faculty by using Zoom for meetings, email, and telephone as quick communication tools. In addition to local faculty, adjunct faculty from other states such as Florida, Texas, California and New York teach for DoBA. We communicate by phone and email on a regular basis. Full-time faculty and adjunct faculty who are on campus have, in the past, had face-to-face meetings with their students. However, since March 2020 as we entered the stay at home status, we have been communicating with students via phone, email, and zoom. Full-time faculty advise students and help them complete forms that facilitate interactions with the office of the registrar, financial aid, and admissions. Within the DoBA department, the Chair uses biweekly meetings to disseminate information about the College and programs within the department. With the

implementation of the “NNMC GO” app., students can connect to Blackboard, see information about their courses, and access college information including a phone directory and campus map.

Most of the communication with the college community is accomplished by meetings, phone, e-mail, broadcasts, and Google Docs. DoBA communicates with outside stakeholders and the broader community by attending face-to-face meetings, zoom, phone, and email. Information on how many students are attending NNMC with WIOA funding is transmitted electronically to the Workforce Solutions office. Meetings with Los Alamos National Laboratory and New Mexico Highlands University staff usually take place in person or on Zoom. Students are able to communicate with their professors before or after class, during faculty office hours, or by appointment. The Chair is available to students Monday through Friday from 8:00 am to 9:30 am or by appointment.

D. Team Spirit

DoBA faculty members have worked together as team players on many initiatives. Faculty have presented at recruiting events and have gone to schools and businesses to recruit. As a team, we have worked together to make changes to our curriculum and course numbering and naming to match other institutions throughout the state of New Mexico. This academic year, the DoBA has developed certificates in Project Management and Office Administration. To increase enrollment, faculty teamed up to provide two days of Zoom Advisement during the start of the fall semester. It was a success, and we increased our enrollment numbers and surpassed the previous year’s totals. Cosmetology/Barbering students regularly demonstrate their team spirit by offering free beauty services such as haircuts, manicures, and pedicures to campus employees as well as the public. Cosmetology/Barbering students regularly attend events where they use their talents to show their Eagle Team Spirit.

II. Challenges

A. Enrollment

The current unduplicated enrollment is 108 students per semester. Our challenge is to increase total student enrollment within five years to 200 unduplicated students per semester. The number of students coming to campus as freshmen and sophomores have declined in the past couple of years. The stay at home order made it difficult to recruit students due to the uncertainty of the virus, but the decision administration made early on to offer all classes online provided stability to the college. I believe this decision allowed students to make informed decisions to enroll in classes. Because of this, there was an increase in enrollment for the fall 2020 semester compared to the fall of 2019. Moving forward, the DoBA is working hard to provide students with alternative ways of completing their degrees face-to-face as well as remotely. The department is making changes to delivering classes in accelerated formats as well as the traditional 16-week period.

B. Student Success

Student success is determined by factors which include: Fostering students’ motivation; teaching students how to succeed in the postsecondary environment; and structuring support to ensure

success. Everyone at the College has a role to play in supporting student achievement, but faculty must take the lead. To improve student success in the DoBA, staff and faculty will develop structured programs, provide advising per student needs, schedule time for walk-ins, and motivate students to continue their education. Providing shorter program competition formats will also improve student success as life challenges arise. Students will be able to complete their degrees in a shorter amount of time. When a student finishes a degree, the student's family and the entire community benefit.

C. Communication

DoBA needs to expand marketing of its programs within the College, throughout the community, and online. In order to do this, the DoBA will create a communication flow that builds and sustains interest in the DoBA as well as in the institution. An example of this includes: the flow of academic programs, academic outcomes, and graduation rates per program within the DoBA. This information will be posted on bulletin boards within departments and the college website. DoBA will also continue to keep students informed about events throughout the academic year by using email, Zoom, NNMC broadcasts, and Facebook.

D. Team Spirit

The Department of Business Administration (DoBA) will start the 2020-2021 academic year with five faculty members who have been working at NNMC for over a year. The team consists of two cosmetology and barbering instructors; three faculty members who have MBA's (two are visiting professors and one is a tenure-track faculty member); one faculty member has been teaching for NNMC in the same department for nineteen years and she has a DBA. The challenge is to provide training and at the same time provide excellent customer service to students as well as other stakeholders. To accomplish this, the Chair will use staff meetings to train staff, model intrusive advising, and to provide examples of student scheduling challenges that have been resolved. I'm excited to say that the four faculty members teaching business administration courses will be completing their Teaching and Learning certification to teach online at the end of the fall semester.

E. Budget requirements to address challenges

To address these challenges, NNMC should: Provide funding for at least two members (Champion and Co-Champion of ACBSP) of the College to attend the yearly ACBSP Conference at \$4,000 each; provide funding for at least two members to attend the ACBSP Regional 6 ACBSP yearly conference at \$2000 each; and provide an additional \$60,000 for DoBA salary increases to bring rates in line with regional averages. It has been difficult to attract faculty members who have higher education teaching experience. The Department of Business Administration only has funds to hire assistant professors with an average salary of \$55,000. The data show that faculty in the DoBA are well below the salary range in the CBA matrix salary study (page 62 of the CBA at https://nnmc.edu/wp-content/uploads/2019/07/CBA_Full_Time_Faculty_Fall_2019.pdf). Without salary increases, the Department will continue to struggle to attract faculty with higher education teaching experience. This limits our ability to expand high quality instruction and to provide our students with educational experiences that enhance their prospects for both graduate school and gainful employment.

If the department is approved to provide all of our courses online (application to HLC was submitted in July 2020), the Chair is requesting that the faculty budget line be increased by \$15,000 to provide stipends for developing the remaining courses and for delivery of the online classes which have been approved. I am also requesting an increase in the adjunct budget line of \$5,000.

III. Future Projects

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

The DoBA will develop an associates of art in business administration, and a bachelor of arts in business administration with concentrations in Accounting, Management and Project Management online; develop a pipeline with Los Alamos National Laboratory for an associates of art in business administration, bachelor degree in project management and a certificate in project management; increase dual credit offerings; continue working with New Mexico Highlands University (NMHU) by sharing accounting courses and other business courses as well as sign a memorandum of understanding (MOU) with NMHU to offer a pipeline for NNMC students to pursue a master's degree in business administration; and sign an MOU with the University of New Mexico (UNM) to offer a pipeline for NNMC students to pursue a master's degree in project management at the UNM Anderson School of Management; increase enrollment by signing MOU's with other two year institutions to provide students with the opportunity to obtain a bachelor degree through NNMC. The DoBA is also working on a plan to provide support to local high schools by providing project management courses that will lead to a Certified Associate of Project Management (CAPM) certification with the assistance of a grant from the Air Force Research Laboratory (AFRL). The DoBA will continue to support students with advising and by creating and delivering programs tailored to the needs of students and local and regional workforce needs.

Department of Humanities and Social Sciences

Chair: Dr. Tara Lopez

I. Annual summary of activities

A. Enrollment

Based on IR's May 22 "Sixth Week Registration Report," HSS registration from Fall 2019 to Spring had declined by 7%. This is a dramatically improved situation from IR's "First Week of Registration Report" submitted on April 16th where HSS registration was down by 53%. Due to the department's rigorous approach to developing a streamlined online advising process, HSS has consistently experienced some of the least severe drops in enrollment during the pandemic. As of August 24, 2020, HSS was up 1% in enrollment, which is partly due to the advisement of AFM instructors to get students signed up for the BAIS Self-Design. There are currently 122 students declared as majors in HSS and 16 in AFM.

B. Student Success

BAIS graduate, Juan Palacios, was on track to pursue graduate studies in UNM's American Indian Studies program. BAIS graduate, Mollie Kelly, was accepted to NMHU's MSW program.

C. Communication

Throughout the 2019-2020 Academic year, the department met on a monthly basis. All agendas and minutes were recorded on a shared Google Drive. Additionally, the Chair and faculty uploaded documents regarding assessment, curriculum, HED certification, and program review of Criminal Justice and Crime and Justice Studies into Google folders on the Google Drive and made them available to all departmental faculty.

Moreover, Peer Advisor, Natalya Backhaus's regular emails to students and creation of informative "how to" videos have facilitated strong and more seamless communication with students.

D. Team Spirit

Despite the pandemic that created dramatic upheaval, faculty immediately transitioned their classes to online due to our collective commitment to student success and their well-being. Dr. Robert Beshara's organization of two international conferences, one that took place at NNMC in the fall of 2019 and one online this May 2020, invigorated the department with a sense of purpose and energy. Moreover, Dr. Robert Beshara, Dr. Brenda Linnell, and Library Director Courtney Bruch deftly pivoted the yearly Research Symposium to an online one on May 22, 2020. Students not only demonstrated a sophisticated command of research methodologies in their respective fields, they provided an uplifting and inspiring event in very challenging times.

II. Challenges

A. Enrollment

Based on the Fall 2018 and Fall 2019 Enrollment Statistics, HSS has experienced a decline of "Unduplicated Declared Majors," from 129 to 120. This longer-term trend, compounded by the pandemic's hit in enrollment, presents the department with the task of developing more strategic and sophisticated online recruitment and advising efforts.

B. Student Success

With the arrival of the pandemic, daily, face-to-face communication dissolved; however, Peer Advisor, Natalya Backhaus's email updates and instructive videos have put us on the road to encouraging and retaining students. Moreover, prior to the arrival of the pandemic, students requested more online classes, and the pandemic has offered us the opportunity to do so. With the guidance of Courtney Bruch, HSS will develop a more robust assessment process to gauge student success in our courses.

C. Communication

Due to the arrival of a new Chair of HSS, communication has struggled.

However, with attendance at a retreat led by Dr. Denise Montoya, communications have begun to develop as the Chair has developed more effective communication skills, and more trust has developed among individuals in HSS.

D. Team Spirit

Due to the adjustment to a new Chair of HSS and changes in faculty, HSS faced daunting obstacles to developing a cohesive and positive sense of team spirit. Nevertheless, with the intervention of Dr. Denise Montoya and our departmental participation in a February 2020 retreat, team spirit and communication began to develop. The department hoped to hold another retreat in the spring; however, due to the pandemic, the retreat has been rescheduled for the Fall Break.

E. Budget requirements to address your challenges

In this fledgling online environment, more digital and distance learning infrastructure is necessary. Also, more EPUB books would be helpful for students since their access to the library is limited.

III. Future Projects

A. Enrollment

The number of declared students in the BAIS in Crime and Justice Studies has increased by 46% between the AY 16-17 to AY 18-19. The hire of a full-time Visiting Professor of Criminal Justice, Dr. Trapedo Sims, will help to facilitate more strategic recruitment and align CJUS curriculum with industry standards, which will be informed by a newly-created External Advisory Committee.

Natalya Backhaus, Peer Advisor, is in the process of developing a Remote Advising Week, which is the next step in creating a more thoughtful and strategic approach to advising, the repercussions of which are crucial to gains in enrolling, retaining, and graduating students.

B. Student Success:

AY 20-21 was the first-year we implemented program-wide assessment. We intend to analyze the data to improve courses to facilitate student success. Moreover, classes central to the completion of the BAIS will be placed online this fall 2020. With increased accessibility to courses, such as the Dialogues, the department will assess if more online options should be a permanent feature of the departmental curriculum.

C. Communication

We plan to have an HSS Online Departmental Retreat in the Fall of 2020. This will take place to increase team spirit and communication.

D. Team Spirit

We plan to have an HSS Online Departmental Retreat in the Fall of 2020. This will take place to increase team spirit and communication and facilitate a discussion of the fusion of AFM with HSS.

Department of Language and Letters

Chair: Lori Franklin

I. Annual Summary of Activities

A. Enrollment

Several efforts were made to increase enrollment in departmental courses and programs. To increase enrollment in the AA Liberal Arts program, faculty partnered with both Penasco High school dual credit program and Upward Bound. For the Penasco dual credit program, courses were offered for students to complete the AA Liberal Arts, and faculty worked with the Penasco advisor and met for advisement sessions with the dual credit students. As a result of these efforts, eight dual credit students from Penasco completed the requirements for the AA Liberal Arts and graduated in Spring 2020. Similar efforts were made to coordinate course offerings for students in the Upward Bound program. Many of these students enrolled in Language and Letters courses, and two of these students graduated with an AA Liberal Arts degree in Spring 2020.

Efforts were made to support enrollment in new General Education courses. Faculty created a WEB version of our ENGL 1410 Introduction to Literature Course, which has been approved by the Distance Education Certification process. The number of sections of this course has increased, including one in the summer and all sections have experienced healthy enrollment.

Additionally, WEB versions of ENGL 1110 Composition I, ENGL 1120 Composition II, ENGL 1210 Technical Writing have all been approved through the Distance Education process. To secure the general education status of Language and Letters courses, faculty submitted and gained general education certification approval for ENGL 1410 Introduction to Literature; ENGL 2310 Introduction to Creative Writing; ENGL 2650 World Literature I; ENGL 2660 World Literature II; and ENGL 2420 Children's Literature through the NM HED process.

Additionally, efforts to promote programs and recruit students were made by participation in two different broadcasts of the campus radio program, Live@Northern, one in December 2019 featuring our *Trickster* Editorial Staff to discuss our literary journal and one in January 2020 to discuss our faculty, programs, courses, and Borders Essay contest.

B. Student Success

One important marker of student success was reflected in the number of graduates for the AA Liberal Arts degree. That number has been increasing in the last few years and reached 10 graduates in FY 19/20. There was a concentrated effort in the department to meet with students for advisement and to continue working with Penasco dual credit students and Upward Bound Students. Departmental Faculty have also initiated an exit survey for AA Liberal Arts graduates to collect data that can inform how to improve curriculum to meet student needs. The results from the first surveys were extremely positive and reflected high student satisfaction with the curriculum and its ability to prepare students for transfer to bachelor programs or employment.

Language and Letter faculty partnered with Upward Bound to provide two workshops helping students to write compelling applications for college scholarships. Two students who participated in this workshop graduated in Spring 2020 with an AA Liberal Arts degree and received the Davis scholarship along with acceptance to prestigious colleges.

Language and Letters continued efforts to support composition faculty and in turn student success in our key composition course, ENGL 1110 Composition I and our gateway developmental course, ENGL 109NL Basic Composition I. Faculty teaching these courses met three times to share assignments, engage in holistic grading, and strategize how to best meet student needs. Fall pass rates in these courses held steady at 65% of originally enrolled students passing ENGL 109N/NL and 64% of originally enrolled students passing ENGL 1110. This includes students who have withdrawn which were not counted on previous reports, which in part counts for the lower rate.

Moving forward, we will count these students in calculating pass rates and strive to support students completing and passing the courses. The pass rates, including students who withdraw, are concerning and will continue to be a focus for improvement. Unfortunately, pass rates in all our composition and developmental English courses dropped in the Spring Semester. This semester student success was greatly impacted by the sudden campus closure and movement to online course delivery. Continuous efforts to meet the challenges of these current conditions are one of the main areas where departmental faculty concentrate their time and energy.

Assessment in the AA Liberal Arts program provided data to reflect some student success and some opportunities for improvement. Students demonstrated the ability to communicate in an organized way and to respond to a variety of text. However, data reflects that students struggled with clarity and correctness of expression and integration of ideas from research and literature. (See Appendix A for assessment data results).

C. Communication

Throughout the 2019/2020 Academic year, the department met on a monthly basis. All agendas, minutes, and other documents were recorded on a shared Google Drive. Composition faculty also met several times to share materials, engage in group grading, and strategize for how to address student success and retention. In addition, several department-wide zoom meetings were held to brainstorm for ideas on how to deliver traditionally face to face classes in an online format. All meetings were very supportive and collaborative in nature and created positive communication opportunities.

Faculty collaborated through meetings, zoom meetings, and sharing of google documents to develop the Program Review of the AA Liberal Arts program. All full-time faculty and staff were involved in the completion of the document, the PowerPoint presentation, and the strategic goals for improvement.

Department Chair has developed an “Adjunct Faculty Guide” to provide guidance for newly hired adjuncts. The Chair and Administrative Assistant have been meeting via zoom with new adjuncts

to walk them through various processes (banner, email, blackboard) and show them resources available on our website.

D. Team Spirit

As faculty faced the sudden campus closure in the middle of the Spring 2020 semester, they began to share resources and help each other find creative ways to support students. Many faculty members met one on one via zoom with the Department Chair, many group emails were shared to provide support and share resources, and several department-wide support meetings were held to discuss problems and share ideas. Some faculty have gained access to more experienced faculty blackboard shells to learn effective strategies for teaching online. The goal was to make all faculty feel supported in this challenging time of campus closure and face to face courses being delivered remotely.

Also, in the interest of cultivating team spirit, the department worked toward the completion of the latest edition of *Trickster* on the theme of Borders. *Trickster* is a departmental literary journal featuring art, fiction, poetry, and nonfiction and receives submissions from students, staff, faculty, and community members. The student-led editorial team, working with the Faculty advisor, reviewed submissions, made selections, and designed the layout for the upcoming edition. Additionally, the department hosted an essay contest for all NNMC students and high school students. The essays were integrated into our composition and developmental English courses and evaluated by the student-led *Trickster* Editorial board with guidance from faculty. Winners will be published in *Trickster* and were awarded gift certificates. Participants were provided with commemorative bookmarks. The theme of borders allowed for a wide variety of meaningful essays and a stimulating experience for faculty and students.

II. Challenges

A. Enrollment

The number of declared majors in the AA in Liberal Arts showed an increase in the Fall 2019 semester with 44 students (compared to 35 in Fall 2018). Unfortunately, the number of declared majors decreased in the Spring semester to 27 students. As noted previously, the number of graduates did increase, but the decrease in declared majors from Fall to Spring is concerning and a challenge that needs to be addressed. Increased efforts need to be made to meet with students, keep them in the program, and move them toward graduation in even larger numbers. These challenges will be a focus for the coming academic year.

Another challenge to growing enrollment is the decrease in full-time faculty. In the last two years, we have lost two full-time faculty (one with a half-time teaching load and one with a full-time teaching load) and have not been allowed to fill these positions. This creates an added workload to the existing faculty and shifts a greater reliance on adjunct faculty. Language and Letters employs many excellent adjunct faculty, but they are not committed beyond a semester and are not obligated to serve the department and college via advisement, recruitment, and committee work.

B. Student Success

For Language and Letters, the main challenges in student success are to retain students in the AA Liberal Arts program and to support students' successful completion of the composition sequence.

The Program Review process revealed that retention in the AA Liberal Arts program needs to be improved. The department developed strategic plans to address this issue as part of the program review process and has begun the process of planning their implementation.

The department is also faced with the challenge of supporting students into college English courses and through the composition sequence. Unfortunately, many incoming students lack the essential reading and writing skills to complete college level assignments. They often do not have a strong academic background in critical reading and analytical writing. These skills are not easy to develop and require many hours of dedicated and consistent work, which some students, unfortunately, struggle to maintain. Language and Letters faculty work very hard to provide the support students need and to maintain high standards in composition courses. These standards are crucial considering that students must master these foundational skills in order to succeed in their college courses. The decrease in full-time faculty also negatively impacts student success as it decreases the continuity of faculty and ability of those faculty to create resources and close the loop of the assessment cycle to implement measures for continual improvement.

Language and Letters faculty continue to collaborate on strategies for how best to improve retention and passing rates. With the campus closure in the Spring Semester, the Writing Center Director worked with tutors to transition into remote tutoring. The Director has worked with Distance Education to create a zoom account, receive training, and train the tutors. Departmental faculty have created and shared resources to help students orient to remote course delivery.

C. Communication

Among the faculty and staff within Language and Letters communication is healthy and consistent. This past year, the department made a concerted effort to improve communication with the larger campus community. Through participation in the NNMC radio show to a strong presence at recruiting and New Student Orientations to the campus-wide essay contest, Language and Letters has worked hard to meet the challenge of better communication within the campus community. The most significant challenge to communication was the campus closure beginning in the spring semester. Efforts have been made to keep communication strong with increased reliance on emails and zoom meetings, but the shift away from daily interactions on campus has been challenging.

D. Team Spirit

During the Fall 2019 semester when faculty were planning the essay contest and interacting with students and each other on campus, team spirit was strong and felt nurturing. Faculty continued this effort in the Spring Semester when the *Trickster* editorial staff worked with faculty to review the submissions and select the winners. The year began with a healthy team spirit; however, the

campus closure and shift to remote course offerings during the second half of the semester presented significant challenges to team spirit. This shift required increased workload and caused additional stress for faculty and extreme stress for students. Faculty made efforts to support each other and students by sharing ideas and resources, but it was very difficult.

E. Budget requirements to address challenges

Additional funding would support Language and Letters ability to recruit and advise students in the AA Liberal Arts program, to establish an advisory board, to revise our curriculum, and to increase retention in our composition courses.

In the Fall 2020 semester, Language and Letters offered 40 courses with 6 of those courses covered by full-time faculty or 15%. This means that 85% of Language and Letters courses in the Fall 2020 semester are being taught by adjunct faculty. This ratio does not support departmental ability to grow and sustain programs and course offerings. Additionally, these courses had an average enrollment between 15 and 20 students which accounts for a considerable student credit hour revenue.

Funding to offer a full-time position to compensate for the loss of two of our full-time faculty positions is desperately needed. Cost estimated between \$50,000 and \$60,000.

III. Future Projects

A. Enrollment

To increase enrollment, the department will engage in efforts to recruit students into the AA Liberal Arts program. Strategic plans developed by the department for the program review will be initiated. Additionally, the department will do its best with reduced full-time faculty to implement the recommendations from the Council of Chairs and Provost regarding the Program Review.

The Department has hired a peer advisor through the Title V program and will work with this student to reach out to students regarding advisement appointments, course planning, and course retention. Faculty will continue working with Penasco and Upward Bound coordinators and students and reaching out to advisees for advisement sessions. Faculty will continue excellent participation in New Student Orientations. If recruiting events are organized despite the current campus closure, faculty will continue to participate in these events.

Two full-time faculty from Language and Letters are in the process of being certified to teach online. The faculty were awarded funding through Title V and this summer completed the first of two CNM courses to meet the requirements for certification. This will allow the full-time faculty to develop online versions of our courses to support more flexibility in course offerings and increased enrollment. Additionally, in the Fall 2020 semester, the department has submitted SPAN I and SPAN II for DE certification to provide continued online instruction and through this course offering, increase enrollment.

B. Student Success

Faculty will implement actions as identified in the FY 19/20 Assessment Cycle. The assessment process indicated a need to standardize assessment, create rubrics, and support increased enrollment in the LLLA 1101 Foundations in the Liberal Arts course. The data revealed students are struggling in clarity of expression, MLA citations, application of literature terminology, and ability to integrate support from sources.

To address these areas and support student success, departmental faculty developed the following action plans: 1) promote increased enrollment and curriculum development of LLLA 1101; 2) develop rubrics to standardize data collection; 3) develop resources to support student's ability to use evidence from literature and other sources, to follow MLA citation, and to clear express themselves orally and in writing.

Composition faculty will continue efforts to support each other and to help students successfully complete the composition sequence. Faculty will experiment with 8-week course offerings to increase student retention and pass rates. In the Fall 2020 semester, Language and Letters offered 13 courses on the 8-week schedule, including First-year Seminar, Spanish, all courses within the composition sequence, introduction to literature, and creative writing courses.

C. Communication

Language and Letters will continue the practice of monthly meetings and shared drive for agenda, minutes, and other important departmental documents. Faculty will collaborate on program assessment, college-wide assessment, advisement, recruitment, and implementation of strategic plans and recommendations from Program Review. Adjunct and full-time faculty will continue to receive regular email messages and an open-door policy to meet with the department chair regarding issues of concern.

The Peer Advisor for Language and Letters will communicate with AA Liberal Arts students to provide resources regarding tutoring, tech support, and advisement sessions. The Peer Advisor will meet regularly with the Department Chair and faculty as needed.

D. Team Spirit

Departmental Faculty will be invited to town hall type meetings via zoom, to address issues of concerns regarding student learning and share ideas for best practices to support students. New faculty will be invited to regular sessions with chair and other faculty for mentorship and support.

Regular and consistent efforts to appreciate and thank faculty and staff members for their accomplishments and hard work will be continued. The department chair will send individualized emails to each full and part time faculty summarizing the praise given on Spring 2020 student evaluations, thanking members for their commitment to NNMC students, and providing support to address any issues of concern.

Department of Teacher Education

Chair: Dr. Sandra Rodriguez

I. Annual summary of activities

A. Enrollment

The Headcount recorded for the Fall of 2017 was seventy-seven (77) students, ninety-seven (97) in 2018, and eighty-eight (88) in 2019. The three (3) year trends indicate there was a 12.5% enrollment increase for the fall semesters. The Spring of 2017 recorded a Headcount of seventy-five (75) students, eighty-three (83) in 2019, and eighty-five (85) in 2020. The three (3) year trend indicates there was an 11.6% increase in enrollment from the Fall of 2017 to the Spring of 2020.

Unduplicated Declared Majors					
Fall Semester	Student Enrollment	% -/+	Spring Semester	Student Enrollment	% -/+
			2017	75	
2017	77	+2.5%	2018	75	-2.5%
2018	97	+22.6%	2019	83	-16.8%
2019	88	+5.6%	2020	85	-3.5%
	3-Year Trend			3-Year Trend	
Fall 2017-19	+12.5%		Spring 2018-19	+11.6%	

Unduplicated majors are reported by the College by Field and Degree. Reported numbers for a degree in the Elementary and Early Childhood field may be a little misleading. Students that receive only an Associate Degree in either field are not the norm. Degree programs are stackable programs, which means the AA degree leads directly to a BA degree. Students are encouraged to declare an Associate's and a Bachelor's degree.

The enrollment trends for each of the majors by field and degree indicate the following- The Alternative Licensure Certificate majors have realized a 21.7% to 33.3% increase. This increase mirrors the enrollment trends for other Colleges of Education in the State. The BA trends for the Early Childhood major have realized a 75.4% increase in enrollment. The new state-wide mandates requiring certification in the ECED field and an increase in funding to support teacher candidates are most likely contributors to the significant increase in enrollment. The BA trends in the Elementary major have realized a negative -29.5% decrease in enrollment. The negative trend also mirrors the enrollment trends for other Colleges of Education in the State.

Duplicated Declared Majors by Field and Degree							
	ALT ELEM	ALT SECON	ALT SPED	AA ECED	BA ECED	AA ELEM	BA ELEM
Fall 2017	11	4	3	17	5	10	27
SP 2018	9	6	5	8	8	8	30
Fall 2018	8	6	7	15	18	8	34
SP 2019	9	5	4	12	20	4	29
Fall 2019	13	7	6	10	26	4	22
SP 2020	10	5	6	11	27	4	22

	ALT ELEM	ALT SECON	ALT SPED	AA ECED	BA ECED	AA ELEM	BA ELEM
YR-2017-18	18	10	8	25	13	18	57
YR-2018-19	17	11	11	27	38	12	63
YR-2019-20	23	12	12	21	53	8	44
3-Year Trend							
Fall 2017- SP 2020	+21.7%	+16.6%	+33.3%	-19%	+75.4%	-12.5%	-29.5%

B. Student Success

The enrollment numbers are vitally important to any department. Those numbers, however, should forecast student completion rates. Graduation rates have increased significantly each academic year with a 50% spike between 2017-18 and 2018-19. The overall increase from 2016-17 and 2019-20 is 69.7%.

Student Graduation Rates							
Academic Year	Alternative Licensure (ALT)	ECED AA Graduates	BA ECED Graduates	AA ELEM Graduates	BA ELEM Graduates	TOTAL	% -/+
2016-17						13	
2017-18						15	+13.3%
2018-19	8	7	3	8	5	31	+51.6%
2019-20	18	6	7	3	9	43	+27.9%

C. Communication

Supporting a culture of mutual respect between faculty, students, and administration college-wide is vital to the Department of Teacher Education's ability to foster a positive and inviting learning environment. Weekly scheduled faculty meetings to share information is a conduit to transparency. Department agendas are available for each meeting with a designation for each faculty and staff to report to the group. Department minutes are distributed after each meeting. A day-long faculty and staff retreat was held during the fall semester to encourage a collaborative and congenial work environment.

D. Team Spirit

Providing a safe environment that will honor differences of opinion while staying focused on the overall health of the Department's programs and students is key to the health of the organization. Maintaining a level of Team Spirit was a challenge. Sharing meals together as a group was encouraged and provided informal settings to relax and get to know one another.

II. Challenges

A. Enrollment

Student enrollment continues to be a challenge as is student retention. The need to continue to build positive and supportive interactions with students is important. There is a need to specifically focus efforts in providing students with strong support in advising, program planning, and financial supports.

B. Student Success

Student success as measured by program enrollment and program completion continues to be a challenge, but the department has experienced progress in this area. The hiring of faculty committed to the building of a robust department environment is critical to building a quality student-centered program. As new requirements for online teaching certification and course approval are now a reality, the transition to online teaching has been hard. The additional work involved in the certification of faculty and courses has been time intensive. The end results of the process, however; have meant increased quality in course development and delivery.

C. Communication

Supporting a culture of mutual respect between faculty, students, and administration college-wide has been a challenge. Regularly scheduled faculty meetings to share information between the faculty and staff had been identified as a means to meet the challenge. As was the 2018-19 academic year, weekly half-day work sessions to meet the continued program approval demands were daunting. The end result was not an increase in communication, but a decrease in communication-based on resentment of time required to complete tasks.

D. Team Spirit

Team spirit was a challenge as the heavy workload for the NMPED program approval took a toll on the faculty and staff. The additional work required of the faculty and staff for submitting all changes to the NNMC Curriculum Committee for approval as well as the state's PPSC for state approval did negatively impact team spirit. In addition, the unexpected changes demanded by the COVID19 emergencies further took a toll on the department.

E. Budget requirements to address challenges

The budget for the Department of Teacher Education was significantly augmented by the Teacher Residency Grant, a grant opportunity from NMPED in the amount of \$191,594.00. The additional funding allowed for the hiring of a staff member whose primary responsibility to support students in their last year of the program. The additional support was responsible for not only supporting the department in the implementation of a quality capstone (student teaching) experience but provided students with one-on-one mentoring. The additional funding demonstrated the need for the budgeting of staff positions that include a Data Analyst Manager and Student Teaching Director. The position should not be at the expense of faculty positions but in addition to the allocated faculty positions. The need for staffing is critical to the health of the department in reference to program approval, program accreditation, student enrollment, student success, and team spirit.

III. Future Projects

A. Enrollment

In 2019-20, a collaborative agreement between the Department of Teacher Education the LANL Foundation agreed to support ten NNMC teacher candidates in attaining TESOL certification by paying for fees, tuition, textbooks, and stipends for qualified participants. The program exceeded agreement expectations and a 100% student retention rate was realized. The Teacher Residency Program provided mentoring, financial support in terms of a stipend, and vouchers to pay for the required New Mexico Teacher Assessments to students. This program also exceeded agreement expectations and a 100% student program enrollment was attained.

The need for continued financial support for students is needed. There are preliminary communications with the Española School District to offer TESOL coursework and decisions on the refunding opportunity for the Teacher Residency Program are still unknown.

The spring of 2021 will include the NMPED program accreditation process. This means that a focus on data collection and analysis will be a primary task.

B. Student Success

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

C. Communication

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

D. Team Spirit

Building in a systemic expectation that everyone in the department has a role and responsibility for the overall health of the department will be a goal for the year. The collaboration between all faculty and staff to plan, execute required student entrance and exit events, and engage in work required for program accreditation is key to building a sense of program ownership.

School of Science, Technology, Engineering, Math, and Health Sciences

Department of Biology, Chemistry, and Environmental Science

Chair: Joaquin Gallegos

I. Annual summary of activities

A. Enrollment

Enrollment for BCES increased in Fall 2019 to 141 students from the previous year of 110 for total headcount. This trend continued in Spring 2020 with an increase in enrollment to 135 from the previous year of 115. The increase in enrollment was mainly due to the popularity and publicity surrounding the Radiation Protection program. The partnership with LANL and the increased level of awareness in the community of the Radiation Protection program helped drive this increase in enrollment. In addition, a partnership with N3B also assisted with the increase. In total there are 10 students within LANL RadPro cohort and 5 within N3B Nuclear Operator apprenticeship. The enrollment within each of the other academic programs stayed stable.

B. Student Success

For the first-time in at least the last 5 years, BCES began programmatic assessment. During the process, SLOs and an assessment plan were developed. BCES began assessment only in the areas of Biology and Environmental Science during Spring 2020. In the Fall of 2020 Chemistry and Radiation Protection will also be assessed. The benchmark for all SLOs within BCES is set at 75%. This is a recognition that even though a student may receive a passing grade, they may not reach the benchmark. Gathered data for both Biology and Environmental Science for upper-division courses, shows a 100% completion of the benchmark. This is due to the type of courses that are assessed. Faculty working with students in URE/Capstone courses will often work with the student until the end product is acceptable. This will result in more likely than not all students reaching the benchmark in URE/Capstone assessed courses. On the lower-division level, there are more data points within the courses and are at 63% (Biology) and 66% (ENVS) of students reached the benchmark. This was the first-time assessing these SLOs in these courses. It is solely a data-gathering stage to create a baseline. In addition, the interruption of the semester by COVID may have impacted data and as a result, no changes to the curriculum have been made.

C. Communication

BCES communication is divided into two categories, internal and external. With internal communications, faculty, adjuncts, and staff hold monthly meetings to disseminate critical information. In addition, smaller working groups are used to address specific situations. The use of the departmental google drive has increased and an effective way of not only achieving materials but also creating shared documents and communicating information. The external communication includes the broadcasting of departmental activities to the college and the community at large. The hallmark of this effort is the Biology Seminar that routinely attracts both college and community members. Using the research labs, many of the results of the students' research allow increased publicity when students present at academic conferences. Utilizing the

college communications department, BCES has broadcast many of the successes of students in their academic careers.

D. Team Spirit.

BCES added a new faculty member in 2019, in the program of Radiation protection. Partnership with LANL allowed funding for a full-time dedicated faculty member. Also, another senior faculty member was granted a full-year sabbatical. This change provided fresh blood to the department while allowing professional development for a faculty member. Overall, team spirit was addressed by investments in Fish Behavior & Ecology and Cancer Cell Biology Lab. Similarly, the remodeling of the Chemistry Lab has greatly improved morale within faculty. The relocation of the autoclave to a non-teaching location has also pleased both faculty and staff.

The addition of the interdepartmental break room with a refrigerator has greatly increased faculty moral. The break room is used by both BCES and Math & Physical Sciences departments. Small gestures such as these create spaces that facilitate collaboration and collegiality. The old Arts and Science Dean's Office conversion to a common Zoom room similarly increased team spirit. COVID-19 has put a great damper on much of this team spirit. BCES accomplishes many tasks by informal communication in the office, passing conversation, and small group workings. The campus closure has greatly diminished this part of the departmental team spirit.

II. Challenges

A. Enrollment

With the increase in enrollment seen in 2019-2020, some new challenges arose. Part of the partnership with LANL allowed the funding of a new staff member, which was hired in March 2020, and that staff member vacated the position in August 2020. This vacancy was not filled because of a discussion between NNMC and LANL as to the nature of the position. This resulted in an increase of 30 students within the department and no additional resource other than a faculty member to assist. During recruiting time for the new LANL RadPro cohort, faculty was left driving this effort and was not as successful as the previous year when there was a full-time staff member. With expansion and increased support on the research labs, faculty found little extra time to dedicate to secondary education outreach. Until NNMC has more staff for recruitment, faculty should be encouraged to perform outreach. It is currently part of the annual evaluation and is promoted by administration, other methods of encouraging faculty to engage in outreach should be explored.

B. Student Success

BCES in at least the last 5 years did not perform program-level assessment. Reestablishing the culture of assessment has been a challenge. No assessment was performed in the Fall 2019 semester. Moving forward, the greatest challenge will be including adjuncts in the assessment process. Historically, courses like BIOL 2210 and BIOL 2225 have been taught by adjuncts. Because of our dependence on adjuncts, it is difficult to assess these courses. In addition, with turnover rates amongst adjuncts maintaining consistent assessment may also prove to be a challenge.

Our newest challenge will also be to create an effective data management system, that allows the department to archive assessment data, compile with current data, and provide trends/clear results that will inform future decisions. Currently, administration is talking about the purchase of a campus-wide system, but in the meantime, training on how to set up short term solutions may be advantageous.

C. Communication

An organizational strength may also be its weakness. This is true for BCES and its informal, collegial form of communication. While many faculty and staff are comfortable approaching each other during the workday, problems are solved in an expedited approach. The pitfall is this solution may go undocumented. The lack of documentation may be inconsequential for the vast majority of situations, however, some solutions, unknowingly impact others and they are not notified. Increased use of the departmental drive is attempting to solve this problem. Also, now with the increased use of common equipment, there is a need for increased communication and coordination. Scheduling software is increasingly important to the function of a department with limited space and resources. Currently, there are no external communication issues other than the need for an upgraded website. The upgrade of our website will allow faculty to more easily showcase their research and expertise.

With the rise of distance learning, communication to a statewide audience the expertise of our faculty, and the potential to enroll in highly specialized courses will be of great advantage. Historic offerings such as Cancer Cell Biology, which was taught online, attracted students from UNM. Faculty engaged in grassroots recruitment efforts to make that a possibility and has limited potential at this level. Continuing to pursue this model will require increased levels of communication to a larger audience.

D. Team Spirit

Unfortunately, the majority of team spirit issues can be resolved by more resources. As stated, before there are increased pressures on existing resources such as equipment and space. Increased funding would help with this. Recognizing it is not solely the administration's responsibility, but the negotiations of salary COLAs would increase morale and team spirit. Recent pay increases have greatly helped, but many are concerned about another 5 years of stagnant salaries.

E. Budget requirements to address your challenges

As stated previously, many of the team spirit, communication, and enrollment challenges can be addressed by budget needs. Within this area, there are some specific needs.

New Science Building – Currently the majority of science courses are offered in the General Education building. This building was built when there was only a nursing program and the only science courses were in support of the nursing program. Since that time 4 science programs have been established and are housed in 2 different buildings. Many of the facilities are not modern, while refurbished still do not contain many amenities, and lab scheduling is not driven by student need but lab space availability. This request may be outside of “Christmas List” but it may be a

GO Bond or RPSP type of request. Depending on the number of floors a building anywhere between 12,000 sq ft (comparable of GE), to 22,000 sq ft (comparable to HT) would be sufficient for labs, lectures, and faculty. Assuming a cost of \$200 per square foot, the building could cost 2.4 - 4.4 million dollars. While this is a large ask in a time of decreasing budget, with the desire to increase student populations, space will continue to be a concern.

Scheduling Software – We have multiple faculty members who need to use the same piece of equipment. Recognizing many lab experiments are time-sensitive, planning when equipment is available is essential to successful research. Similarly, with limited lab space, scheduling courses and research can also benefit faculty and avoid overlap and headaches. Currently, there is no specific software and cost identified that can meet this need.

Distiller/Deionizer – Science labs regularly use water that needs to be distilled and deionized. The system that was in place, broke, was never replaced, and since we have been purchasing water from local stores. A new system depending on capacity would run \$3-5k.

Lab Oven – A direct vented lab oven is needed in order to consume organic matter. Currently, we only have drying ovens and do not have the capacity to combust organic matter down to mineral components. This is basic for many environmental science labs and procedures. This will require the purchase of a new oven, and installation that requires venting out the roof of a building or the wall. The cost of the oven is \$5k plus installation which could run \$2k.

Lab Grade Dishwasher – Fortunately for numerous years BCES has had a work-study student whose main job has been washing dishes after labs. In addition, many students who are enrolled in URE courses spend much time washing glassware. A dishwasher can allow work-study to focus on other tasks that need to be completed and increase the educational experience for URE students. Lab grade dishwasher would cost \$4k.

Electrical System Backup – The department has invested thousands of dollars in reagents, supplies, and samples. If we lose power within the GE or HT buildings, we can lose all these resources. Currently, there are 2 options, create a backup power system for the science areas, or to install notification systems that tell faculty if equipment fails or loses power. Currently, no equipment or cost has been identified.

III. Future Projects

A. Enrollment

The focus will continue to be placed on increasing enrollment. With all 3 Biology faculty back on campus, a focus will be on outreach that highlights research opportunities at a small institution where 1 on 1 level mentorship is highly possible. Outreach to the area high schools will hopefully translate to increased recruitment. Within Environmental Science, continuing to work with local agencies will hopefully help enrollment. Faculty will look to form partnerships with local agencies to place students in internships while able to complete URE/Capstone projects. This will relieve some burden on providing URE projects, but also allow students to network and obtain job skills

at the same time. Chemistry has the greatest level of potential. In addition to RadPro, LANL needs Chem Techs with its production mission. While Chem Techs may not be in as high of demand and the partnership may not come with funding like RadPro, establishing a partnership and showing students a path to a job can greatly increase enrollment in this program. Finally hiring a RadPro Coordinator will greatly increase the capacity of the RadPro program and continue to increase enrollment in the currently popular program.

B. Student Success

Establishing the culture of assessment will allow continued data collection to improve the quality of BCES educational offerings. Since the assessment was only performed in Spring 2020, very few data points were collected. Compounding the few data points in the interruption of the semester by COVID. BCES would like to compile a full year's worth of data and increase the number of data points within each SLO before any closing the loop processes begin. Currently, BCES is in the data-gathering stage and setting a baseline of student skills. Premature alterations to the curriculum can be detrimental once a holistic view is obtained.

C. Communication

BCES faculty and staff will continue to look for ways to improve both internal and external communication. Currently, BCES has set up a Slack account which is a message board site where faculty and staff can ask general questions to be answered for all to see. This was done to improve communications while working at a distance. Improvement with use of share drive will also attempt to improve internal communications. The most important part of internal communication will be the addition to an internal scheduling program for labs and equipment. External communication will be performed in conjunction with the communications department. BCES has been successful in advertising student accomplishments. This collaboration will continue as a means to provide publicity to the program. Once the new NNMC website is available, other options will be explored.

D. Team Spirit

BCES will continue to support its faculty and staff in a manner that promotes team spirit. This will include a collaborative spirit and an emphasis on participation within the college community. Coordinating and organizing lab and equipment will be pivotal to this endeavor. In addition, encouraging professional development opportunities, funding opportunities, and an environment of support will help foster team spirit.

Department of Engineering and Technology

Chair: Dr. Sadia Ahmed

I. Annual summary of activities

AY 19-20 had been a very busy year for the Department of Engineering and Technology (DET) with great achievements and successes in accordance with NNMC strategic direction. DET had its share of challenges as well specially in spring 2020 due to the COVID-19 crisis. The annual DET activities are presented below according to the NNMC strategic direction.

A. Enrollment

Enrollment at DET in both IET and EMET programs have been steadily increasing over the years. However, compared to FY 19 the total student enrollment (EMET and IET programs) decreased slightly in FY 20. One of the major reasons for this slight decrease is the graduation of significant a number of EMET students who no longer continued to enroll in the program. In addition, the transition to remote learning via the Internet in the presence of COVID-19 in spring 2020 forced some students not to continue through the end of spring 2020.

As part of the DET recruitment effort, especially from the local area high schools, DET faculty created several new EMET courses and new EMET and IET certificate programs. The goal of these courses and certificates is to create pathways for high school students into the Associate and Bachelor EMET and IET programs. These certificates include two in networking, one in drafting, two in Python programming, and one in solar energy. Some of these courses are already offered in fall 2020 and are scheduled to be offered in spring 2021.

In spring 2020, after midterm, all DET faculty put forth a combined effort to continue teaching DET courses remotely. This created many challenges for both faculty and students. Lack of access to supporting hardware and software, poor network connectivity, lack of face-to-face interaction with students were just some of the challenges to name a few. Within all these challenges DET faculty continued to march on and adapt to the varying circumstances that led to retaining most students in the DET programs till the end of spring 2020.

As part of the different grants, several activities took place involving the local high schools and middle schools in the community. EMET faculty is heavily involved in various projects with high school students which has continued to act as a recruitment effort.

Enrollment and Student success are functions of engineering program accreditation. A significant part of fall 2019 was dedicated to put in place and complete the required tasks for ABET accreditation. All DET faculty were busy preparing for the visit of the ABET team. Some of the major tasks were preparing assessment and meeting minute folders for both programs, preparing laboratories and laboratory equipment, scheduling meetings with advisory committee members and alumni, etc. A substantial amount of time was dedicated to the new IET faculty hiring process in the summer of 2019 as a sufficient number of faculty in both IET and EMET is a requirement of ABET accreditation.

B. Student Success

New DET students, who are in their second semester at NNMC (and first-time college students) are advised by DET faculty members in detail on mapping out their path to graduation. These mandatory advisement sessions include but are not limited to advising the students in which semester they are scheduled to graduate, which courses to take in each semester, and to help them tackle risk factors such as a long gap in education due to illness, family issues, and other personal issues. The students are encouraged and sometimes guided to overcome those obstacles and stay on track by DET faculty. Transfer students are advised, their transcripts from other institutions are reviewed carefully to make sure that all of their possible courses are

transferred from other colleges to shorten their graduation time at NNMC. Students are sometimes encouraged to take summer courses from other colleges to expedite their graduation from NNMC. In addition, every faculty emphasize on graduation and guide students to complete associate, bachelor, and/or both degrees sooner. All associate degree required course credits are counted in the Bachelor programs.

Engineering student tutors are assigned to help students with math, physics, and engineering courses. Individual in-class tutoring is also available to help students succeed within class and outside of class. All of these efforts led to a record number of graduating students in both EMET and IET programs in both Associate's and Bachelor's degrees in recent years. Despite the COVID-19 campus closure, in the second half of spring 2020, the faculty and tutors continued to assist students online.

Class schedules are created to avoid overlapping of courses within each program. The common courses required by both EMET and IET programs are scheduled not to overlap in fall 2019, spring 2020, and in fall 2020 schedules. Selected upper-level courses are offered in fall 2019 and in spring 2020 to help more students graduate sooner. New courses in EMET and IET are offered in fall 2019 and in spring 2020 that can be used as electives. IET faculty worked with UNM on its Critical Technology Student Program grant that allowed IET students to take online courses with UNM and attend UNM consortium. Both IET and EMET graduating students worked in senior capstone projects that simulated industry-level applications in software and hardware. These types of capstone projects expose graduating students, on a smaller scale, to future projects in their professional lives.

Engineering technology employers require ABET accreditation of DET programs to hire DET graduates into good employment positions. The entire DET faculty (both IET and EMET) went above and beyond to work together to satisfy the ABET team visitors in September 2019. As a result, the EMET program is successfully officially accredited and the IET program is successfully officially reaccredited in August 2020.

C. Communication

The DET went above and beyond to encourage students to apply to LANL internships and follow through the application process. This has been continuing in FY20 and into the future. DET students are regularly notified via NNMC email when jobs or tutoring opportunities are available at DET, which in addition to job information creates a sense of belonging of the students to DET. Continuing collaboration and communication between DET and LANL, N3B, and other outside entities are opening up opportunities for DET students to enhance their skills in industry-specific areas.

External advisory committee meetings were held for both IET and EMET programs in spring 2020, where the ABET 2019 draft reports were discussed. External advisory committee members continue to provide suggestions specific to industry needs. These suggestions are regularly incorporated into the DET curriculums.

Any concerns raised by students about any instructor are reflected in student evaluation and are discussed in personal meetings, if and when necessary with the student and faculty. The communication does not stay with the students. There is a strong communication built among DET faculty members. Corrective actions such as one-on-one meetings, emails are conducted with DET chair when necessary. For example, in the event there is any need for disciplinary action, the faculty in question is notified and advised.

Communication is also established between DET and other colleges and departments of NNMC resulting in joint grant submissions. For example, DET in collaboration with the NNMC Department of Mathematics submitted MSIPP NSF grant partnering with NMSU, NMTech, Sandia Lab, ENMU, and other partners.

D. Team Spirit

Every DET faculty and staff are highly valued for their contribution. Their effort and contributions are appreciated through verbal communication, emails, and through fair yearly faculty evaluations. Bi-weekly departmental meetings address DET concerns, confusions, and provides a platform for faculty and staff to voice their feedback and suggestions on various DET and NNMC issues. DET faculty group represents a family within the bigger family of NNMC. DET faculty and staff members with diverse backgrounds such as American, Bangladeshi, Chinese, Hispanic, Indian, and Iranian engaged over lunch in fall 2019 to celebrate the successful ABET visit in September 2019.

Faculty members were provided training and workshops in their professional fields through FY20. One EMET faculty member was provided professional opportunity to complete courses in solar energy while another EMET faculty member was given the opportunity to complete training on online teaching.

II. Challenges

AY20, overall had been a successful year. However, there had been some significant challenges that are presented below according to the NNMC strategic direction.

A. Enrollment

The primary focus of DET faculty was to complete the tasks related to ABET accreditation in fall 2019 and part of spring 2020 addressing the ABET concerns. This was even a bigger challenge since one IET faculty left DET at the end of spring 2019. A new IET faculty was hired for fall 2019 prior to the ABET visit, who also left at the end of fall 2019. In addition, the IET program was pretty much run by only one full-time faculty member since fall of 2016. Many IET faculty members left NNMC between 2014 and 2016. This created a big gap in IET course sample collection and assessment reports between 2014 and 2016. The IET courses and course assessment report folders needed to be completely redesigned to address these gaps for the ABET team. All this effort was made to succeed in ABET accreditation. This reduced the effort to aggressively shoot for increased enrollment in fall 2019. Once the ABET visit was over in fall 2019 resulting in a satisfactory draft ABET report, new initiatives were to be taken to drastically

increase enrollment in the remaining part of FY20. However, COVID-19 froze all efforts of increasing enrollment. DET struggled to keep the current students in DET programs during campus closure in the second half of the spring 2020 semester and continuing in the fall 2020 semester. On the HEC side, DET courses offered through HEC were not often adequately marketed to increase new recruitments from SFCC and surrounding Santa Fe communities. The new NNMC recruiter helped improve this situation somewhat. However, due to COVID-19 HEC access was limited to students resulting in NNMC pulling out of the HEC contract for the IET program.

B. Student Success

Evening and online classes are often preferred by working students that are not always feasible to offer. However, there is a strong push to change this culture in DET and provide completely student-centric courses and course schedule as suggested by President Bailey following Complete College America. More skilled and knowledgeable engineering tutors are needed who can provide the required tutoring to the students. Lack of student preparation in math and analytical skills is one of the main reasons the DET students struggle with their classes especially with the EMET classes and often drop out. Through FY20, good student tutors were scarce. This will be better addressed going forward to select the student tutors in advance. This challenge intensified as campus closure happened in the middle of spring 2020. The student tutors became online tutors. While NNMC students are better suited for face-to-face tutoring, advisement, and communication, after the campus closure all modes of communication became online. This negatively affected student success in course work and in graduation.

C. Communication

There were some major communication challenges among DET faculty. Due to lack of proper communication and not following through with assigned responsibilities, resulted in the majority of EMET ABET work being done by one faculty member instead of three. A similar problem happened on the IET program where, in the absence of IET faculty and the presence of inexperienced faculty, the majority of IET ABET work was done by one faculty member instead of three. There were also communication challenges among faculty disagreeing with each other on important departmental issues. There were also communication challenges where EMET faculty did not complete the assessment reports required to address ABET concerns early as scheduled and the chair missing the deadline of submitting the supplemental materials. Even though the attendance in the external advisory committee meetings is mandatory some faculty did not attend in spring 2020. There are communication challenges that sometimes reflect in misunderstanding among faculty. In addition, often faculty members do not recognize or appreciate the chair efforts.

D. Team Spirit

Professional and personal growth opportunities are provided to DET faculty members on a regular basis. However, the low salary matrix at NNMC DET compared to other engineering colleges of NM causes the loss of talented faculties who leave DET after a short service. This is especially true for IET faculty members. Hopefully, NNMC higher administration will take the next step to increase IET faculty member salaries to match other IET salaries in sister academic

colleges. A fear from very high up administrations about the suspension of DET programs due to low enrollment often propagate down among the DET faculty members. This diminish motivation and team spirit.

E. Budget requirement to address challenges

More grants need to be applied to and awarded in order to secure student scholarships to increase and retain student enrollment in both DET programs.

A budget correction was made in FY20 to include salaries for two part-time lab technicians for EMET and IET programs. However, this amount was not utilized because these two positions were not filled.

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

Table: Budget request for FY21

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

III. Future Projects

With the achievement of the official ABET ETAC accreditation of both DET programs, FY21 looks bright for both programs in DET. However, the year FY21 will not be without challenges. Fall 2020 continued under COVID-19 campus closure. The future targeted DET projects are presented below according to the NNMC strategic direction. In addition to these described new projects, more may be added as FY21 rolls along.

A. Enrollment

One of the major focuses of FY21 will be to put forth an effort to increase DET student enrollment and retention. The DET faculty members will apply for grants to bring in student scholarships that will attract and retain students. Articulations are being established between NNMC DET programs and Mesa Community College, Highlands, Central New Mexico College, and Western New Mexico Colleges to allow more students to transfer easily in the DET bachelor programs from those institutions. ABET accreditation is critical for both DET programs and will allow attracting transfer students. Initiatives will be taken to bring in the current Electrical Technology students from the NNMC community college into the EMET program.

DET will aggressively advertise both programs to recruit students within NM and outside of NM. These advertisements can channel through media such as Google search, YouTube, Facebook, Radio, Newspaper, etc. Due to the transition to remote teaching, DET faculty were forced to teach in an online format. This will open opportunities to get out of state and working students into DET programs who would take advantage of these online courses.

B. Student Success

The new courses and the new certificates will have the potential to draw in high school students who are able to complete a few courses, receive a certificate without going into the full program, and get into the job fields immediately. It will also create pathways for them to enter into engineering programs.

DET has joined in the NNMC effort to clean up the course catalog in order to sustain a clean and consistent course catalog for all students. To increase the number of graduates, in addition to all the efforts that are already in place, general resume workshops will be held (at least once per semester) to help the students prepare their resumes and to inform the students of available jobs in the market. DET faculty names are provided as a reference to the employers by DET graduating students. Faculty actively participate in giving good recommendations for all students and will continue to do so. This will continue to help DET graduates land in good jobs. Student success lies in graduating on time and getting a job after graduation. DET faculty will continue to work on both of these aspects.

C. Communication

Internally, within DET, an effort will be made to establish good communication among faculty members (including the chair) and between faculty members and students. Externally, more articulations will be formulated between DET and other New Mexico engineering institutions. More collaborations will be made with industry partners such as N3B, LANL, CNM, and others to provide students with job-specific skills and professional experience as interns and to hire after graduation. These partnerships may not be part of the main DET Bachelor or Associate programs but instead, be part of Continuing Education courses. This type of partnership may not change the core curriculum of the current DET programs. DET faculty members will visit local high schools to encourage high school graduates from local schools to enroll in DET associate, bachelor, and certificate programs.

D. Team Spirit

The successful activities and events that were part of FY 20 will continue in FY 21. NNMC will look into the salary matrix and will address the salary discrepancies of NNMC IET faculty members in order to alleviate such discrepancies. There will be more communication held among faculty and between faculty and chair to iron out differences and boost morale.

Department of Mathematics and Physical Science

Chair: Dr. David Torres

I. Annual summary of activities

A. Enrollment

Currently, the Department of Mathematics and Physical Science has 3 Bachelor of Science students in Mathematics as of 8/10/2020.

In addition, one more student is pursuing an Associate's degree in Mathematics in addition to her engineering degree.

B. Student Success

David Torres mentored NM-INBRE students Arrick Gonzales, Maria Evelyn Juarez, Sebastian Salazar, and Megan Osmus. Dr. Claudia Aprea mentored student Melany Cordova in the AMP Scholarship.

The Department of Mathematics and Physical Science graduates in Spring 2020 were David Nunn and Arrick Gonzales. During the summer of 2020, Tino R. Pacheco finished the requirements for an Associate in Science. Arrick Gonzales is now teaching at Pojoaque High School and is enrolled in the Alternative Licensure Program at NNMC.

Dr. Vasilic continues to manage the Math Learning Center (MLC) where free drop-in tutoring is offered. The MLC covers all math and physics classes, business math, basic chemistry classes, and some engineering classes. Our tutors are adjunct instructors as well as students majoring in math and other STEM & Business disciplines. Even with the campus closure, NNMC students were continuously supported at MLC Monday-Thursday 10 AM – 7 PM for the duration of each semester since April 2020. Asynchronous help is offered to students through WebAssign and synchronous Zoom tutoring sessions are offered during the center's hours. All MLC tutors received Zoom training and are equipped with drawing tablets and document cameras to help with tutoring instruction.

The department began an assessment of our Program Specific Learning Outcomes (PSLO) in Fall 2019 and our assessment has continued in Spring 2020 and Fall 2020. To date, we have assessed all seven of our PSLOs. We also continue to offer common finals in all our Intermediate Algebra and College Algebra classes.

The Mathematics and Physical Science Department taught 30 courses in Fall 2019 and 27 courses in Spring 2020.

C. Communication

Ana Vasilic was a co-author of a book, *Applications of Homogenization Theory to the Study of Mineralized Tissue*.

David Torres was the author of the publication, "Describing the Pearson R Distribution of Aggregate Data."

David Torres served as Principal Investigator and Institutional Coordinator of the following grants:

NM-INBRE grant (Principal Investigator)

NM AMP grant (Institutional Coordinator)

David Torres was funded for his NM-INBRE grant for 2020-2021.

David Torres was also the Principal Investigator on a COBRE/INBRE grant along with Dr. Judy Cannon from UNM which was funded in 2019-2020.

Dr. Ajit Hira represented New Mexico, Colorado, Utah, and Arizona at the American Physical Society (APS) fall meeting. He was also a member of the 2020 APS Planning Committee.

Dr. Vasilic completed the Systematic Inquiry Project and received the ESCALA Certificate in College Teaching & Learning in Hispanic Serving Institutions in January 2020.

Dr. Vasilic and Dr. Torres collaborated with Ms. Lisa Wilson, Director of Student Success & Advisement to analyze current placement exams (Accuplacer) and proposed changes in the cut scores. The analysis included benchmarking scores of other institutions (CNM, SFCC) and comparing students' test scores and their performance in classes. We hope that by placing students in the proper math classes, we can improve their performance and increase their success rate.

D. Team Spirit

Claudia Aprea continues to create a newsletter for departments within Arts and Sciences.

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

Mathematics and Physical Science faculty served on the Faculty Senate, Tenure, Undergraduate Curriculum, Honors, Academic Standards, General Education, Personnel Committee, Distance Education, and Institutional Assurance Committees.

Dr. Aprea and Dr. Vasilic continued their active involvement with NFEE. They collaborated on the NNMC Full-Time Faculty Salary Analysis and also participated in the CBA negotiations.

Dr. Aprea, Dr. Vasilic, and Dr. Torres volunteered to help Financial Aid in reviewing and evaluating scholarship applications for the current 2020-2021 academic year.

All members of the department volunteered at the Service Employment Redevelopment (SER) conference "Community Day" on the NNMC campus, October 18, 2019.

II. Challenges

A. Enrollment

Our primary challenge lies in recruiting students for the BS and AS Mathematics program. Many of our senior-level mathematics students have graduated and we have not received adequate flux in incoming freshman undergraduates. Sustaining these programs will require us to continue to offer upper-division math courses that will have low enrollment.

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

We do note that we have had success in recruiting by discussing the math degrees with promising students taking our math classes. Faculty regularly contact selected students in their math and physics classes about the possibility of completing an Associate or Bachelor's degree in Mathematics.

Despite COVID-19 and the campus closure, two math majors managed to graduate on time. All remaining math majors are back in Fall 2020. However, we are concerned about the possibility of some students cheating on examinations since all of our courses are now taught remotely. We plan on pursuing CARES funding for Webcams which could be used with the Respondus software.

B. Budget Requirements

Our computers in the Math Lab HT 100 are aging and will need to be replaced within 1-2 years. We are pursuing the possibility of using Title V funds to replace these computers.

III. Future Projects

Peer-reviewed articles will be submitted in honey bee models and Spike sorting algorithms applied to extracellular signals.

An article on the research results obtained with student Melany Cordova is being prepared.

An article on the research collaboration with Dr. David Torres will be re-submitted with new material.

Department of Nursing and Health Sciences
Chair: Ellen Trabka

I. Annual summary of activities

A. Enrollment

Total enrollment decreased for the Associate Degree Nursing (ADN) Program from 52 students in fall 2018, to 43 students in the fall 2019, most likely due to a decrease in student retention from 95% to 58%. RN to BSN Program enrollment remained low at 11 students. Enrollment is expected to increase now that the BSN nursing curriculum is fully online effective spring 2020. The BSN program engaged in focused marketing activities, such as registration for a booth at the Holistic Nursing Conference in Albuquerque, program advertisements in regional and national publications, and revised program brochures. Due to COVID-19, the holistic nursing conference was cancelled which derailed planned marketing activities at the conference. The Director and Associate Director of the RN to BSN Program continue to work with the Marketing Department regarding possible marketing strategies for this program. A single online tuition rate for both in-state and out-of-state students was approved by the Board of Regents for upper-division nursing courses and electives. It is anticipated that this single online tuition rate will facilitate the recruitment of out-of-state students. The Nurse Aide Program course enrollment remained

steady at 11-12 students each semester. A qualified instructor was hired for the nurse aide program.

B. Student Success

After a two-year search, the ADN Program successfully hired a permanent program director in January 2020. In addition, a new Success Coach and a nursing tutor were hired for AY 2020. The ADN program continues to struggle with low NCLEX-RN licensure pass rates, although they are trending upward. The NM Board of Nursing (BON) and the Accreditation Commission for Education in Nursing (ACEN) require pass rates to be at or above 80% for first-time test takers. The table below illustrates four years of program pass rates.

Year	NCLEX-RN Pass rates
2016	88.89%
2017	50%
2018	62.96%
2019	69.23%

The program hosted a BON site visit in October of 2019 to evaluate the program and make recommendations to improve program pass rates. A comprehensive plan for the improvement of licensure pass rates has been developed and implemented for the ADN program. NCLEX-PN (Practical Nurse) licensure pass rates were 100% for 2019. Nursing program faculty and students were challenged with having to convert to remote instruction via Blackboard LMS and Zoom technology due to COVID-19 related campus closure. ADN students were prohibited from attending clinical practicum experiences at local hospitals and long-term care institutions and had to complete the semester utilizing computer-based virtual clinical simulation. Nurse Aide students and BSN students were prevented from completing clinical courses and were given grades of “incomplete”.

The RN to BSN Program curriculum is now offered in a fully online format. All faculty are credentialed to teach online courses and >50% of program courses have been reviewed and approved by the Online Review Committee as meeting 85 % of Quality Matters Standards. Program faculty and the Chair are represented on the college’s Distance Education Committee that is developing college policies for online instruction.

C. Communication

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

D. Team Spirit

The Student Nurses Association (SNA) is an active student organization that provides regular communication between ADN program faculty and the students. In addition to planning the nursing pinning ceremony, the SNA hosts potluck lunches with faculty and students. This serves to promote student-faculty camaraderie and cultivate a sense of team spirit. The annual New Student Orientation for incoming level I nursing students and the annual Nursing Pinning Ceremony are events that promote team spirit and celebrate student accomplishments. Unfortunately, the nursing pinning ceremony was cancelled this year due to COVID-19, which was a great disappointment to both students and faculty. The Rio Arriba Breastfeeding taskforce painted a mural in the nursing building and hosted a ribbon-cutting ceremony in conjunction with the Department of Nursing and Health Sciences.

II. Challenges

A. Enrollment

The biggest challenge is to increase enrollment in the online RN to BSN Program. This will necessitate a comprehensive marketing strategy by the college and program. Marketing funds were secured through the Nursing Enhancement RPSP, although budget reductions have been implemented and additional reductions are anticipated.

ADN Program retention rates have been a focus of the NM Board of Nursing, which directed the program to address high student retention/completion rates in light of low NCLEX-RN pass rates. It will be a challenge for the program to retain and graduate students who can pass the NCLEX-RN exam on the first attempt. Several students have decided to take a leave of absence from the ADN Program due to COVID-19 which has further impacted student retention and program enrollment. It is anticipated that this will be a continuing challenge in AY 2021.

B. Student Success

The ADN program is on “Full approval with warning” with the New Mexico Board of Nursing (NM BON) due to two consecutive years of NCLEX-RN pass rates below 80%. Per NM Rules and Regulations, the program has two years to demonstrate that it can meet the 80% benchmark for 1st time test takers for NCLEX-RN success or face conditional approval, which would restrict the ability of the program to admit students. While pass rates are trending upward, the program did not meet the 80% benchmark for 2019. The 2020 NCLEX-RN pass rates will have a significant impact on the future of the program.

Additional challenges for the ADN program will be the resumption of face-to-face nursing skills labs on campus in light of the COVID-19 pandemic that ensures the safety of faculty, staff, and students. The program will need to remain flexible and revert to virtual clinical simulation if needed. The number of students per clinical group at a clinical site has been reduced from 8 students to 4 students. The program will need to track the total number of simulated clinical hours so as not to exceed 50% of total clinical hours per the NM BON Rules and Regulations. Ensuring sufficient PPE for students and faculty will be an important consideration during AY 2021.

C. Communication

Challenges for AY 2021 include the lack of in-person communication, zoom fatigue, too much computer time, difficulty teaching nursing skills labs wearing a mask and social distancing, challenges posed by remote teaching, faculty learning curve related to online teaching, and a loss of in-person professional role modeling. The RN to BSN Program has been challenged to ensure sufficient student input into program governance now that the program is fully online.

D. Team Spirit

AY 2021 presents reduced opportunities for faculty and student social interactions that serve to create a positive, collegial work environment.

E. Budget requirements to address challenges

The ADN Program ING budget was cut by \$32,714 for AY 2021 and the tutoring position was deleted. The Lab Assistant position was shifted from ING to Nursing Enhancement. The Nursing Enhancement RPSP fund was reduced by \$24,000. Reductions were made in RN to BSN Program marketing which will limit the ability of the program to implement a comprehensive marketing strategy to increase program enrollment. Reductions were also made to faculty professional development and travel. Travel is restricted due to COVID-19, however, the loss of professional development funds for faculty will have a significant effect on faculty morale. Additional funds were secured in the Nursing Enhancement RPSP budget to increase nursing faculty salaries pending CBA negotiations. Budget request: It will be necessary to replace the tutoring position (\$10,000) in AY 2021 to ensure that students have access to nursing-specific tutoring services.

III. Future Projects

A. Enrollment

The RN to BSN Program will continue to implement a comprehensive marketing strategy to recruit students to the online RN to BSN Program. The completion and submission of the AHNCC application for Holistic Program Endorsement for the RN to BSN program will provide additional program recognition and marketing opportunities. The ADN program will continue to address student retention issues.

B. Student Success

The Student Success Coach is working to create a Student Success website with resources for students enrolled in the ADN Program. The program will host a Virtual Focused Site visit with ACEN in October due to low program pass rates.

C. Communication

The nursing program will host virtual Nursing Community Advisory Board meetings via zoom. Virtual zoom meetings will be scheduled to provide opportunities for RN to BSN Program students' input into program governance.

Academic Support Services

Center for Distance Education

Director: Dr. Ken Dvorak

I. Annual Summary of Activities

A. Enrollment

The Center for Distance Education has no direct role in student enrollment. The center's main focus serves as academic support for Northern students taking traditional/hybrid/online (*now the entire college due to COVID 19 mandated shutdown of the college*) courses. The Center provides a welcoming and positive atmosphere for all students and faculty inquiring of the Center's services including educational technology assistance, recommendations for classroom instructional technologies, traditional/online/hybrid course design, phone, and email assistance, working with the college's librarian to improve DE/and library patron support, and providing Blackboard Learn SaaS, Zoom video conferencing training, Kaltura video content management system, Respondus Lockdown Browser/with Monitor. The Center continues to provide Genius/Bb support for the LANL/CE project and the Air Force Technology Transfer Program (AFTTP). In addition, the Center has successfully moved several NNMC/Professional Development programs into the Genius/Bb platform and provides tech support for these programs.

B. Student Success

The Center for Distance Education and NNMC IT department continues to work closely on Distance Education support and IT upgrades across the college. These upgrades will use the latest in cloud computing technologies providing an immediate impact on improving the stability of the college's administrative/academic software.

Now fully operational the ORC (Online Review Committee) has created a professional development training program for online faculty, established a course review process for all hybrid and online courses using the Quality Matters Course Rubric, the creation and deployment of a Blackboard course template that contains recommended course information for students and faculty members, to date the ORC and its online reviewers have certified over 70 NNMC courses and faculty thus assuring NNMC students that the courses they are taking online meet quality academic and course design standards.

In addition, the Center is involved with the following projects that directly impact student success. New Mexico Highlands University & NNMC course sharing partnership; CE-LANL joint project offering courses via Genius/Blackboard; the Air Force Technology Transfer Program that requires Genius/Bb support; Eagle Tech Student Support Desk that utilizes an online ticketing system that populates our DE database assisting student support with Bb/college emails, supporting campus-wide Zoom deployment and training for all NNMC staff, faculty and students, and providing email and phone support for NNMC students and faculty. The Center also participates in national NC – SARA news and updates via its membership and participation in the

NC - SAN Group a regional New Mexico membership of higher education institutions offering online courses.

C. Communication

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

D. Team Spirit

The Center for Distance Education participates in college activities such as campus meetings, college events such as professional development seminars sponsored by the Title V CASA grant, working relationship with the library staff to promote a collegial and welcoming atmosphere for the libraries patrons, participates in committee/project meetings helping to improve the local and state image of the college. Since the COVID 19 pandemic the Center has hosted numerous college-related "town hall" presidential meetings and events such as the NNMC Student Research Symposium and Financial Aide "FASFA" Zoom community meetings.

II. Challenges

A. Enrollment

The Center for Distance Education has no direct role in student enrollment the centers main focus serves as academic support for all Northern students. However, due to the continuing decline in college student age enrollment the Center for Distance Learning is well aware that online programs must provide quality online courses and online student support services. Given the challenges that COVID 19 has placed on state higher education budgets and declining revenues for the next several years, the success of NNMC to remain a viable higher education institution will continue to challenge its academic leadership to develop new programs and revenues for improving enrollment.

B. Student Success

Northern as a Quality Matters member institution provides students with guarantees that Northern's online courses have undergone a thorough quality review of faculty credentials and online course reviews conducted by the Center for Distance Learning and the ORC committee. Since January 2020 the Center for Distance Education has added two support staff members filling the positions of DE Coordinator, and Instructional Designer respectively. These were timely additions as the move to a fully online college due to COVID 19 would have placed undue burdens on the DE program now tasked with supporting the entire college's academic programs.

In addition, faculty training using Blackboard, Zoom Videoconferencing, Respondus, and Kaltura will be in place during Fall Semester 2020. With the addition of our instructional designer, the Center will unveil a new student blackboard orientation training course along with another being

developed for NNMC faculty. In addition, the Title V grant supports sponsoring faculty/staff members interested in taking professional development courses from Quality Matters, and the faculty training program at Central New Mexico Community College.

In addition, faculty training using Blackboard has come to a complete standstill instead “just in time” training has become the new normal resulting in added pressure on the DE staff (one person) to handle all faculty/student Blackboard questions. Compounding the pressures of limited staff resources the Center must respond to all student/faculty emails/phone calls/attending campus meetings/and other duties as assigned although there has been a DE Help Desk ticketing system installed it is still the responsibility of one staff member to handle all DE questions. This lack of Distance Education staff unless rectified in the near term may have a direct impact on the college’s desire to offer online certificates/degrees by 2020 as described in the report filed by HLC after their site visit in 2016.

C. Communication

The Center for Distance Education in order to keep pace with the changing role of educational technologies has successfully partnered with the IT department in signing a Zoom video conferencing three-year licensing agreement. Due to the COVID 19 pandemic and the resulting CARES ACT monies from the federal government the Center has been able to contract with Respondus Lockdown Browser/Monitor to be piloted by the Nursing Department, and Kaltura a video management system that will allow NNMC instructional staff to produce their own class video’s to be distributed via Bb or downloadable by students for use off-campus.

D. Team Spirit

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

E. Budget Requirements

The Center for Distance Education currently has had two important staff positions filled this fiscal year. The addition of the DE Coordinator and Instructional Designer was long overdue and now provides the Center for Distance Education with a talented professional staff. However, the Center requests that the “interim” status of the DE Coordinator be removed ASAP and placed within the I & G budget. In addition, the Center requests that the Eagle Student Help Desk budget be moved from IT to the Center so that DE can better manage those functions that have become vital for the college’s students and faculty.

III. Future Projects

A. Enrollment

The Center for Distance Education will work with the college administration in developing new strategies for increasing student enrollment and retention. The creation of a task force comprised of college administrative leadership/Academic Dean’s/Professional Staff/and faculty to research

and develop new venues for attracting new students might be established. For example, perhaps an examination of NM State's "mentor program" for new incoming students that have been used during the past several years helping these students adjust to the rigors of academic life could be adapted for NNMC.

Maintaining the distance learning program at the college by providing adequate resources such as Blackboard, Quality Matters, Zoom Video Conferencing Software, Respondus, Kaltura, with quality assured and reviewed online course offerings and adequate marketing may attract additional students including those seeking to finish out degrees but unable to do so with work/family commitments. As the college moves closer to offering online nursing and business degrees any discussion for improving the distance learning program will need to include academic programs/support staff as they play a key role in improving online student success at NNMC.

B. Student Success

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

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

C. Communication

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

D. Team Spirit

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

I. Annual summary of activities

A. Student Success

The Grants Office has fostered student success through its year-long efforts in identifying, developing, and submitting funding opportunities for faculty campus-wide. These efforts have enhanced the outreach, recruitment, and enrollment of students into college degree/certificate programs and supporting their retention and degree completion rates. The success of Northern's students is a major driver for faculty seeking Federal, State, and private funding. Over 90% of all grants submitted during the past fiscal year included specific programmatic objectives for: 1) increased enrollment rates, 2) increased student retention rates, and 3) direct student support in the form of scholarships/internships/stipends to aid students on their journey to higher education achievement. This past year student support took a unique turn of events due to the coronavirus pandemic. COVID-19 forced the college to pursue a new direction of hybrid learning, and eventually to rely solely on distance learning platforms to support student success during the pandemic. The Grants office was instrumental in seeking funding directed at supporting this transition and submitting proposals expeditiously. In doing so, every effort was made to secure funding to support the needs not only of the institution, but of the students served at Northern.

B. Communication

The Grants Office is dedicated to proactive communication with faculty when funding opportunities are identified, and to responding promptly when faculty request assistance with the development and submission of a funding proposal. In addition, the Grants Office provides post-award support to faculty and to the Business Office to ensure compliance with all Federal and State funding requirements. During this past fiscal year, the Grants Office provided pre-award support via telephone, email, and in-person to over 28 faculty, staff, and external partners. In addition to providing training to staff in the first of two mandatory trainings regarding the NNMC Grants Office, a second training for new faculty and staff was provided on the use of the Grant Select database and on NNMC Grants Office procedures affecting institutional grant pre-award submission requirements and post-award oversight.

Moreover, the Grants Office assisted faculty, staff, and administrators in identifying and vetting a multitude of Federal, State, and private foundation funding opportunities during the past fiscal year and supported them in submitting 38 proposals. Email notifications of funding opportunities were sent out at a minimum on a quarterly basis, and in most cases monthly, to Northern's Deans, Chairs, and current Principal Investigators. The Grants Office also participated in multiple community stakeholder meetings to discuss strategies for collaboration on current and future funding opportunities.

One such meeting (held via Zoom) included a collaborating university (WNMU), five community colleges (SFCC, CNM, SJC, UNM-LA, and UNM-Taos), two-state agencies (NMDWS, and NMHED), LANL and the LANL Foundation, the American Institute for Research, the Regional Development

Corporation, and Thomas P. Miller & Associates, a data analysis group in New Mexico. This collaborative effort will lead to a proposal that could bring 5 million dollars in grant funding to northern New Mexico. This collaboration among such diverse external partners has fostered a unifying effort to continue to work together to pursue additional funding opportunities.

An example of effective internal collaboration and communication includes the High School Equivalency Program (HEP) proposal. The Grants office was instrumental in providing valuable assistance and key information to the HEP Director, Ms. Shari Jobe, and the contractor hired to generate the proposal. The contractor was pleased to receive the necessary information in a timely manner in order to produce a highly competitive proposal. Through these efforts, NNMC reaped the benefits of a 1.2 million dollar award over five years.

C. Team Spirit

The Grants Office is very supportive and encouraging with all members of the Northern family, as is exemplified by its efforts in searching for and identifying funding opportunities for faculty and staff and working with them through proposal preparation, completion, and submission. Meeting proposal deadlines, along with the many responsibilities and time constraints faced by faculty and staff, can present many challenges. However, through effective and supportive communication, coordination, and direct assistance, many of these efforts have been productive. Another example of team spirit is in extending commendations and messages of gratitude to faculty, staff, and others involved in the preparation and submission of funding proposals. Receiving grant funding for a well-prepared project proposal, regardless of the amount, can mean the difference between high team spirit and low morale. The Grants Office is dedicated to celebrating the funding successes of faculty and staff, whether small or large, and to sharing these successes with everyone involved, regardless of the amount of effort they provided. In some cases, the Grants Office has worked with Marketing and Communications to highlight these achievements on the NNMC website, bringing attention to the broader NNMC community and highlighting those involved.

II. Challenges

A. Communication

One challenge is early communication between faculty, staff, and the Grants Office, especially considering that funding opportunities with large awards only provide forty-five to sixty days between posting and submission. If an individual or department within the college decides to pursue a funding opportunity, the Grants Office must be notified as soon as the funding opportunity posts. The time to prepare and complete a competitive proposal is key for the Grants Office. Any time that lapses greatly diminishes the probability of producing an effective and competitive grant proposal. The Grants Office is committed to working with individuals and teams on the development and submission of competitive proposals and strives towards effective communications that can lead to a jump start in ensuring a successful outcome.

A second challenge faced by the Grants Office is providing the highest quality support when PIs wait until the last minute to obtain letters of commitment or support from collaborators or

signatures on mandatory submission forms, etc. These seemingly small aspects of proposals can cause major stress and strain on all involved. An early and effective two-way communication stream between individuals, departments, and the Grants Office is critical in establishing full compliance with funding agency guidelines, as well as ensuring the highest probability of an award.

B. Team Spirit

Despite several hiccups experienced this past fiscal year, strong communications continue to be a primary objective for the Grants Office. Constant interactions between the Grants Office and all departments have been key to improving team spirit. The Grants Office strives to respond immediately to all questions or concerns regarding solicitations, submitted grants, and funded grants from all departments. One of its primary goals is to ensure compliance with all awarded projects in order to remain eligible for future funding. Working professionally and maintaining an open and friendly interaction with all PIs is vital in forging positive relations and lasting collegial bonds with faculty and staff, while also promoting unity and team spirit within the college. It is the Grants Office resolve to provide support to anyone on or off-campus who is willing to take the initiative to submit a grant proposal that will benefit the college, its students, faculty research, and our diverse community, as a whole.

C. Budget requirements to address challenges

One challenge for the Grants Office is little or no budget allocation to upgrade IT equipment. The IT equipment is an integral part of the Grants Office functionality in order to process, comply with, and monitor grants and grant reporting in an efficient and timely manner. Using antiquated equipment can slow the process and could present to funding agencies a negative perception of the college. Keeping up to date with IT hardware and software is critical in preserving an effective Grants Office and maintaining a good rapport with grant funders.

III. Future Projects

A. Enrollment and Student Success

The Grants Office will continue to work collaboratively and in an organized manner with faculty and staff in their efforts to both increase enrollment and student retention/graduation rates through funded projects that result from successful grant proposals and cooperative efforts with community stakeholders. This effort includes continued identification of targeted funding opportunities, communication with pertinent faculty and staff about these opportunities, and full support in preparing and submitting competitive proposals that are fully compliant with funding agency guidelines.

B. Communication

The grants office will continue to develop and provide specific training opportunities aimed at increasing awareness among faculty and staff regarding compliance with Federal, State, and private foundation grant requirements and special conditions. The utilization of new grant tracking and analysis tools will also increase the sharing of valuable insights with grant PIs and

program directors. The grants office also anticipates participating in Business Office training specific to the needs of the various colleges and departments' regarding post-award support.

C. Team Spirit

Through increased and continued positive communications with and support for faculty and staff, the Grants Office anticipates that a positive sense of mutual responsibility and comradery will continue and that this will continue to foster and contribute to institutional team spirit in the form of unity, mutual respect, and desire to collaborate in ways that lead to increased funding to support students, faculty, staff, and the institution.

Institutional Research

Director: Carmella Sanchez

I. Annual summary of activities

A. Enrollment

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

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

B. Student Success

During FY20 the Office of Institutional Research has provided data and statistical analysis to support grant reporting. Student success initiatives are supported by the performance reporting.

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

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

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

C. Communication

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

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

The Office of IR worked with the Higher Learning Commission:

- HLC was notified of all new and suspended programs
- Assurance Review project manager

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

- Gray Associates project
- Grad Stat Project
- Strategic Enrollment Management Plan subcommittee
- National Student Clearinghouse Student Data Tracker Report
- Retention Study
- Enrollment reports by program
- Provost 360 Evaluation Project
- Phi Theta Kappa
- FTAC study
- NNMC Scholarship project

D. Team Spirit

IR participated in the college's strategic planning efforts. Particularly the Strategic Direction evaluation project. Also provided additional data support.

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

II. Challenges

The Assessment Coordinator resigned in August 2019. The IR office maintained the CLASS committee and the Assessment Website for the fall 2019 semester. A search committee was formed and a few candidates were identified. However, after some consultation, the position was reclassified as a Director of Assessment and Accreditation and the position was reposted. The College's Librarian stepped forward in February 2020 and accepted the position as the interim. This individual has experience in both Assessment and Accreditation efforts. The

individual assisted with the HLC report submitted in June and was instrumental in the development of Criterion 4 in particular.

III. Future Projects

A. Enrollment

IR will continue to report accurate data on a timely basis. IR will work closely with the CUP subgroup on revising the Annual Pep Report and also in developing a narrative for the Quarterly reports.

B. Student Success

NNMC will continue to work with Gray associates.

C. Communication

NNMC will work towards providing data to US News and College Board external surveys.

D. Team Spirit

NNMC will continue to support strategic planning. The IR office has developed an IR analyst position to support the growing data needs of the institution. The position will be filled in the 20-21 academic year.

Library

Director: Courtney Bruch

I. Annual summary of activities

A. Enrollment

The library supported this strategic direction by networking with other librarians in Rio Arriba county, providing space and information sources to the broader community, and participating in conversations surrounding degree programs. The library director met with librarians and staff from El Rito, Espanola Public Library, and Espanola Valley High School to discuss intersections, including the potential to include library-related services and collections in potential collaborative grant writing efforts. Welcoming the community onto the campus could contribute to increased enrollment. In terms of space, the library physically houses a regional HiSET testing center and offers space for members of the community. The library logged over 812 logins to community patron-designated computers between July 2019 and the mid-March COVID-19 closure. During this time, the library supported weekly meetings for a local meditation group and logged 203 drop-in study room sessions affiliated with the Rio Arriba Adult Literacy Program. The library participated in NNMC student recruitment efforts at SER Community Day in October. The library hosted the 3rd Annual Madrid lecture, an event that was open to students, faculty, and members of the public. Finally, the library contributed needed information for the proposed plumber and pipefitter program.

B. Student Success

The library contributed to student success via the development and support of relevant collections, services, space, and personnel. One highlight of the library's commitment to all stakeholders was the administration of our first biannual survey, adapted from a Creative Commons MIT Library survey and aligned with the library and campus-wide strategic plans. The [results of the survey](#) resulted in a list of Action Items and a Timeline to implement suggested changes.

During the last FY, the library processed a total of 100 Course Reserves and tracked a total of 137 Reserve checkouts prior to the mid-March COVID-19 closure. The library purchased 341 print books and 31 ebooks. As a supplement to the budget and collection, the library borrowed, via ILL, over 100 books on behalf of students, faculty, and staff. In order to keep the collection current with accurate reflections in the catalog, the library conducts regular maintenance tasks including deselection and stack maintenance. Last year, library staff identified collection inventory as a challenge due to an issue with the integrated library system (ILS) vendor. To begin to address the issue, staff worked with guidance from both OCLC and the LIBROS consortium to create a report generated from OCLC that captures books within a certain call number or designated section. Then, we downloaded the associated OCLC Digby app to scan barcodes of books on the shelves. Finally, we received training to use VLOOKUP to juxtapose the two lists in order to identify inconsistencies. The library trialed two electronic resource products (Kanopy and SAGE Business resources). In response to the biannual survey, the library is now registered with JSTOR's

institution search and the library spoke to faculty during Spring Convocation about our methods for evaluating e-resources prior to procurement.

Library staff conducted 14 instructional sessions reaching a total of 168 students. Library staff conducted approximately 1,611 reference transactions via phone, email, in-person, and remotely and created five additional subject guides for students to locate information online.

The library helped lead the College via quick response to the emergency closure. Library staff extended material due dates, created a website with information on hotspots and wifi access, expanded help and instructional information for distance education related faculty and student support, and worked with the Madrid Center to set up and staff a zoom room for reference questions and peer tutoring support.

The library worked with the IT department to host the technology portion of NSO during both the Fall and Spring semesters. Between July 2019 and the mid-March closure, the library's computer lab hosted a total of 59 courses. A combination of room reservations and drop-in room usage analysis indicates the library study rooms were used 83 times for access to technology, 83 times for group study space, and 372 times for quiet study space. As a result of the biannual survey, the library now provides noise canceling headphones for patron checkout and implemented a designated Quiet Zone.

In the FY19 Provost Report, the library identified staffing had been a major challenge to keep the library operational. Additionally, the report cited concerns over dispersed supervision of student assistants. In FY20, the library hired a full-time, benefited Public Services Technician, a position which consolidated student assistant supervisor duties. As a result of concerns about staff behavior cited in the biannual survey, library staff attended an American Library Association webinar entitled *Customer Service Challenges: When Tensions Run High*. The staff, over the course of two additional meetings, identified ideas from the training that could be applied to the NNMC library.

C. Communication

The library supported this strategic direction via different methods of communication. Contributions to both the ABET and HLC accreditation narratives were made. Additionally, the library launched a new website in July 2019. The site was visited 10,308 times in FY20. In a related endeavor, the library helped to develop the [Distance Education website](#), replete with DE Committee and ORC resources, and a [COVID-19 response site](#) for the departments housed in the library. The library director worked closely with the administration to provide a rudimentary framework for campus policies, rules and procedures, and guidelines in the future. The library director also participated in the campus-wide Facilities Committee, a committee that reviews campus requests for use of facilities by both internal and external stakeholders. As a result, the library changed room reservation guidelines to better align not only with facilities' expectations across campus but also the anti-donation clause of the NM Constitution (Art. IX, Sec. 14). The library played a role in redesigning the website and request forms that inform stakeholders about requests for space. The library director also attended two workshops related to data privacy: *On Being a Critical Partner: Valuing Privacy in a Surveillance Society* and *Library as Partner in Data*

Privacy. Notes from the workshop, including questions on risk assessment and mitigation, were shared with the Provost, Compliance Officer, Distance Education Director, and Information Technology Director.

The most impressive endeavor surrounding communication was the library's effort to create a dashboard (uploaded to the Provost's Google drive), or display an overview of library operations from a broad variety of data sources, both internal and external to library systems. A notable inclusion here is that of formulas developed to accompany COUNTER and non-COUNTER compliant electronic resource statistics. The library also participated as a "client" in a student capstone project entitled the NNMC Data Dashboard Project, an effort to not only create visualizations from existing library data, but also to explore small scale implementation of data visualization as a potential method for BI experimentation across NNMC departments. The results of this project further informed the library on better ways to organize and collect statistics.

D. Team Spirit

The library seeks to be a welcoming and safe space for the campus community. In order to do that the library must provide areas and support for scholarly communication and collaboration while maintaining an environment that provides equal access and is conducive to teaching and learning. Library staff began tracking how meeting and study rooms are utilized in the library. A total of 106 college business meetings were held in library space. Additionally, the library contributed to discussions when investigating the potential to apply for grants. The library director worked with Administration to draft documentation governing the copyright status of online course materials and delivered a presentation on copyright/fair use during faculty convocation.

The library developed a [website](#) and hosted the annual Madrid Lecture entitled *Reimagining a Map to the Other Side* with Dr. Estevan Rael-Gálvez in October. Finally, the library is dedicating space on the website to highlight student scholarly output, including the [Annual Student Research Symposium](#). Staff members were essential to ensuring the Symposium was able to be delivered this year despite the pandemic.

II. Challenges

The most impactful challenge this fiscal year, spanning all strategic priorities, involved the emergency shift to remote learning. The lack of infrastructure to support remote work including performance appraisal systems or expectations, remote or telecommute policies, campus-wide SLAs, sanitation protocols, campus website accuracy, SSO and VPN capabilities, virtual document management systems, and tiered student support systems made fulfilling vital operations difficult.

A. Student Success

Collections & Circulation: Library staff are struggling to keep the collection current and relevant with a small budget dedicated to material procurement. Results from the library's biannual

survey revealed 70% of respondents indicated they are satisfied with the NNMC collection, but many respondents indicated the need to focus on the collection over the next 2-3 years. The move to remote learning shifted staff concerns with providing more database access (particularly streaming media) for faculty teaching via zoom or BB. Specifically, many faculty were interested in having the library license films we were unable to license due to DRM restrictions. Reliance on antiquated, print methods for submitting invoices and purchase requisitions proved to be difficult after the mandate to work remotely.

With the requirement to work remotely, we are now unsure of when inventory can be conducted. Currently, patron uploads into OCLC's Worldshare Circulation module are not correct. OCLC's data ingest team confirmed our institution sends daily patron data loads every morning but that the institution needs to examine the delimited patron data load files to determine where the error lies. A ticket has been entered with the IT department, but other issues have taken priority. If the patron data load were reflected correctly in the SIS Active Directory, library staff would be able to better determine the status of a patron and that feature in our Circulation module would function appropriately. This would also assist with ezproxy database authentication.

Services & Instruction: The library suggested a required session (placed at an appropriate time) within the curriculum for common entry-level courses. The suggestion was met with faculty concerns over individual faculty freedom to develop curriculum. The suggestion was also met with faculty concern over library staff hostility or general unfriendliness toward other staff and students. Mindfully addressing these underlying assumptions and behaviors will require clear buy-in by key leaders, clarification of roles, and mindful adoption of any changes.

The requirement to provide remote-only services and instruction from mid-March through the end of the year caused a major decrease in statistics and presented a number of challenges. For example, print course reserves and material from the circulating collection were no longer able to be checked out. The library partnered with the peer tutoring center to provide reference services via a zoom room. Due to a lack of library-related traffic, the library will be offering chat reference service in the summer.

Space: Seventy-five percent of respondents in the biannual library survey indicated they were satisfied with the study spaces in the library. That said, library staff have struggled to determine the best way to accommodate students who need quiet study space, patrons who need space to complete group or collaborative work, and space for a student lounge/social area. The library's ability to house different types of spaces will undoubtedly be a challenge when the library opens back up to the campus community. Additionally, the HVAC system on the west wing of the building is not functioning properly. In August, an incident with the east wing elevator made it unusable.

C. Communication

Respondents to the library's biannual survey indicated only approximately 50% of responders knew about ILL, reserves, and research consultations. Services need to be better marketed, so students and faculty are aware of them. Additionally, the COVID-19 mandate to close highlighted

the library inability to deliver video tutorials to explain services and collections. Communication across departments remains challenging. As mentioned last year, some individual employees in the business office have been very helpful; written processes, expectations, and workflows may help alleviate confusion. The lack of information about the move to iSolved created a number of issues when trying to report payroll. While the Comptroller's office was helpful, the lack of communication post-implementation made a less-than-ideal transition.

D. Team Spirit

The dissonance created due to the lack of critical employee expectations and cross-departmental communication as well as necessary technology fail to support an organization built on respect, fairness, and efficiency.

E. Budget requirements to address challenges

Collections: Like many academic libraries, our library's materials budget has failed to keep pace with the demands of the academic information marketplace. At a minimum, the library service lease account 71582 should always calculate a 10% increase to the base budget for each database subscription package to cover inflation. Library staff estimate the need for \$8,000 in one-time funding (with the understanding the collection will thereafter need to be continually updated) to support trade-related programs proposed at El Rito. Additionally, the library is trying to find ways to reallocate money to the purchase of additional databases and streaming media options for faculty as they offer classes remotely. Our challenge is that the faculty provided very little feedback about the exact database that would be useful for their upcoming courses.

Services & Instruction: Web-based instructional tutorials about using library resources and conducting library-related research need to be developed. These will be placed on the website for students to access and marketed to faculty to be embedded into Blackboard. Since library staff does not have tutorial developing expertise, we will try to find someone on campus with funding that is able to complete this task.

Space: Until the campus releases a plan to a phased approach for reopening, the library is unable to estimate associated costs. Additionally, the library is waiting to hear if the library supplies 71131 account will be responsible for providing staff with PPE as well as how/if finances for sanitation protocol will be dispersed. Monies, presumably not from the library budget, will be needed to address the HVAC and elevator functions.

Technology: Lack of IT infrastructure is a crucial issue facing not only the library but also the entire College. The library relies heavily on the IT department's ability to support identity management, manipulate data, and maintain the integrity of patron-associated records. Specifically, this impacts the library in a number of ways:

- Ingest of Active Directory data into OCLC's library circulation module
- Ingest of Active Directory data into OCLC's Ezproxy database which has the potential to lead to a violation of contracts
- Active Directory recognition of expired patron log on to library computers

- SSO technology to ensure seamless access between digital platforms such as the library databases and Blackboard

III) Future Projects

A. Enrollment

The library will continue to provide information sources to the broader community and participate in select student recruitment and retention efforts. The library will work under the guidance of campus leadership to ensure when and how the building will be safe to open.

B. Student Success

The library will continue to develop general and discipline-specific research guides for student use. We are investigating ways in which to develop tutorials to deliver just-in-time research help to students remotely in hopes this will, in part, provide sensible solutions to library-related gaps in instruction. The library will continue to work with consortia partners to secure the best possible subscription pricing and seek methods and modes of friendly communication. We will collaborate with the IT department to get accurate data ingested into library-related systems. Additionally, we will collaborate with Facilities staff to remain current on the latest updates regarding the HVAC system and elevator.

C. Communication

The library will institute a chartered library committee and will try to come up with clever ways to market our services to faculty and students. Library staff, after a certain amount of time working remotely discovered regular meetings (rather than monthly meetings) were helpful to keep everyone informed. We will continue weekly staff meetings, especially as we remain remote.

D. Team Spirit

The library will continue to contribute ideas and work cross-departmentally to conduct outreach and enhance student success. We are already working with Dr. Madrid to plan next year's Madrid Lecture and will continue to host the Annual Student Research Symposium regardless of what format it takes.

Student Services

Assistant Provost for Student Affairs: Dr. Don Apparius

I. Annual summary of activities

The Office of the Assistant Provost (Chief Student Affairs Officer) oversees Student Affairs and the student service areas. The Assistant Provost came on board in late October 2019, so the semester was well past the midway mark. Despite the timing, much has been accomplished in concert with the Student Affairs team and in conjunction with Academic Affairs.

A. Enrollment

The office developed a job description for a *Pueblo Coordinator*, an administrative position to work with Native American students in HS and community college to assist them with college enrollment (FASFA, admissions process, etc.). Developed all the recruitment scripts for different populations to foster recruitment during this unprecedented time. Clarified the *Admissions Process* to Admissions staff that, as an Open Enrollment institution, we admit first, then collect needed paperwork; removed “hold” for testing due to the option of “multiple measures” placement; triaged paperwork to applicable offices (Advisement and Financial Aid, respectively); emphasized “High Touch” student-centric approach so Admissions works on behalf of applicants (e.g. contacting HS to obtain transcripts). Pushed forward a Jetpack Proposal to have computers and jetpacks funded through their student Financial Aid package to enable consistent participation and set students up for success. While both total enrollments including student credit hours and retention are both up for the current academic year, we face real shortfalls and deficits if Northern does not overperform in Spring admissions as well as retention of our first-year class.

B. Student Success

Proactive

The Office of the Assistant Provost stood up, trained, and chairs the CARE Team. The CARE Team handles all high acuity students who are experiencing challenges in academic progression. COVID Admissions -- developed scripts for recruitment of different populations. Currently, the SEM Team has been focused on mostly tactical changes that have resulted in refining processes that are shared. However, the SEM Team falls prey to emphasis on “one-offs” and having discussion re-focused on issues that are not truly core to Strategic Enrollment. As noted below, as I assume Chair, we will reposition our focus on truly Strategic work while still examining and making recommendations that address tactical issues. In the desire to inculcate and develop grit/resilience, a grant was successfully submitted to engage the Northern Community (and hopefully teachers from EVHS) in Feuerstein (FIE) Training.

Reactive

Similarly, the Office has also trained faculty and staff for service in a Threat Assessment scenario should that need arise. As a student advocate, the Assistant Provost has investigated and resolved inappropriate student behavior (and offered advice on classroom management), as well as inappropriate and/or problematic faculty behavior (when possible, and in conjunction with

Chairs) that is incongruent with teaching excellence and student success. The Office also offers “good offices” to promote informal dispute resolution when sought.

The Office seeks to ensure an environment free from discrimination and other behavior that would be disruptive to a supportive and nurturing environment conducive to academic progression and has played a major lead in developing and refining:

- AA/EEO policy,
- Title IX - policy and procedures, and related policies
- The Student Code of Conduct and related policies, templates, etc.

C. Communication

To promote effective communication between director-level staff and the Assistant Provost, the latter developed a 1:1 Reports template to provide a consistent framework for report. These reports are then used as the basis for population a 1:1 report that the Assistant Provost submits to the Provost to keep the latter apprised on emerging issues and updates within Student Affairs.

This office actively advocated for communication mechanisms to do interactive messaging with students and foster institutional recruitment and retention. Despite multiple roadblocks and pushback, we were finally able to procure Signal Vine.

D. Team Spirit.

Was intentional about trying to attend as many engagement activities as possible. This included dropping in regularly on Student Senate meetings, student events sponsored by Student Life, and also never missing a Men’s or Women’s Home Basketball game. Additionally, I pushed to have the team attend the UNM Student Affairs leadership conference (thanks to Dr. Lopez for procuring this funding). A perhaps unlikely attempt to promote team spirit (or at least maintain morale) was the commitment to maintaining standards within the units. The need to maintain high standards and accountability was immediately apparent as there were significantly different levels of responsibility within the leadership team. Early on, some staff alluded to the fact that some maintained high standards while others seemingly just tried to “get by.”

Tied to Team Spirit is the related “team player/team support.” This office has been intentional about trying to partner with other areas. Notable support has included serving as a Mediator for the Office of the President and Provost; offering to Chair the Coronavirus Committee to develop options/strategies for the President as well as develop the Pandemic Policy. The office conducted and responded to the New Mexico Department of Education regarding allegations of unfair treatment of a former graduate by the Nursing Department.

II. Challenges

A. Enrollment

As the great Hapsburg strategist noted what was needed when asked how to win a war, Montecuccolli responded: “Money, money, and money.” While this is somewhat hyperbolic,

our primary challenges are to increase our revenue, and we are highly dependent on enrollment since we have no Endowment and any office of Development will likely not prove cost-effective given our lack of academic programs which graduate high earners who could subsequently contribute big donations. We do not have enough recruiters and have no ability to have credibility within the Native American community, save for a collateral position within CAMP. With FTACs down by approximately 33% in AY 2020-2021, we must make a concerted push to recruit heavily in the spring and similarly maximize persistence (especially retention).

Aside from recruitment and retention/persistence (i.e. student success), the only other source of revenue for resources is through grants. As a result, we need to continue to write grants to obtain scarce resources to support our work and the success and development of our students. This past year, we successfully obtained a new HEP grant. We also pushed for inclusion in the SSS Grant (which, sadly, we did not receive). We will be writing a new grant for CAMP, and I hope to procure funding for writers to write the current EOC and Talent Search grants in the upcoming cycle. It should be noted that the office wrote a grant to receive funding from RTC for FIE (above).

More importantly, we need to drive Enrollment in order to grow our revenue stream. To do that, we must continue to leverage our grants to provide greater and richer student services; we need to intentionally grow our student profile to attract and enroll more college-ready students (who might otherwise attend UNM or NMSU), while simultaneously working with our local secondary institutions to assist them in graduating more college-ready students. We do not have a well-developed recruitment process and collaterals, nor does the Admissions Office have a clearly defined target population to recruit and we attempt to sell only on price point, not a competitive advantage. We desperately need to secure housing to be able to recruit out of our area, raise our profile, and/or launch more degrees fully on-line to be able to expand our effective recruitment area. Finally, Student Affairs needs to drive a well-conceived and appropriate protocol for rewarding life experience (especially for a specified MOS in the military) to better recruit non-traditional learners.

B. Student Success

This area ties directly to Enrollment (above). We must enhance student success at the secondary level whenever possible, but we must also invest in student success with our own students.

We do not have any First Year Experience program to speak of; at best, we have a very minimal, loosely collected smattering of FYI programs. We also have minimal engagement activities. Even the traditional First Year Seminar (FYEX) is currently not a required class, and thus we have no comprehensive vehicle to drive a first-year experience. This is problematic on multiple levels since it leaves us with no high impact practices to support retention. Our retention rate is low in part because we have no intentional model or system to drive retention. Our first priority in the SEM Team this current academic year will be to map our first year learning experiences and identify gaps that exist in ensuring that students will have acquired the knowledge and skills to successfully navigate their first year of college. We know that our typical college population is very high-risk with socio-economic “co-morbidities” frequently present. The addition of a CARE

Team has been of immeasurable value, but we need to procure a social worker in the immediate future.

We must also have funding (ING or on an interim basis through grants) to provide support for the programs that are needed to support first-year student retention (and general persistence).

C. Communication

One continual challenge is that staff will frequently attempt “end-runs” to members of Senior Management. The more that staff can adopt appropriate organizational communication and not be rewarded by such behavior, the organization will benefit.

D. Team Spirit

The institution provides minimal opportunities for rich student engagement. Coupled with the lack of residence halls, this adversely impacts both recruitment and retention.

E. Budget requirements to address challenges

I have no additional budget requests other than what was initially sent as part of the Christmas Wishlist other than an additional recruiter. Those positions, which have detailed descriptions on file with the Provost, include, in order of importance:

- Pueblo College-readiness Coordinator/Recruiter (may be suited for grant-funding)
- Career Services Director/Social Worker
- Director of Student Life (dedicated to Student Engagement activities)

The additional recruiter, not listed above, would be an entry-level position which would also be charged with engaging in intentional outreach to the adjoining states with which we provide reduced out of state tuition, along with fostering non-traditional recruitment (notably current and former military personnel).

III. Future Projects

Much of this has been noted above with context, but I will summarize here:

A. Enrollment

- EOC and Talent Search Applications
- First Year Experience mapping (to include the Admissions process)
- Feuerstein Instrumental Enrichment (FIE) to inculcate grit and resilience in local high school students that are within our service areas and will be pushed out in local schools
- Have the Registrar develop a well-conceived “credit for life experience” matrix
- Begin feasibility study of adding housing along with high recruit yield/low cost sports

B. Student Success

- Feuerstein Instrumental Enrichment (FIE) to inculcate grit and resilience in our students and identify other delivery modalities (outside of FYEX) for delivery including Grants
- First Year Experience mapping

- Continued policy, procedures and practices development

D. Team Spirit:

- Annual Retreats

Accessibility and Resource Center
Coordinator: Verna A. Trujillo

I. Annual summary of activities

A. Enrollment

Accessibility and Resource Center (ARC) strives to encourage self-empowerment, best practice, and promote student achievement towards preparation for career competitiveness. Fostering educational excellence and ensuring equal access is an integral measure supporting efforts to create a diverse and welcoming campus for all students and those with specific needs. ARC's commitment to inclusive environments attracts potential students from various backgrounds and experiences and supports and retains students. ARC serves approximately 12% (120) of the student body registered with Accessibility; at least 5% (55) of non-disclosed students choose not to disclose their disability or accommodation needs. These numbers also include students served in the General Education Diploma/High School Equivalency GED/HEP program, the Adult Basic Education Program (ABE), Dual Credit, and the Continuing Education Programs (CE).

Projects Supporting Enrollment

1) CAMI (Center for Accessible Materials Innovation) Project grant to the Accessibility and Resource Center in partnership with Georgia Tech University ended in 2019; however, we could not continue using the CAMI C-Port database incompatibility. However, we are currently using SAM, a similar database used for tracking disability services. Georgia Tech will continue to maintain the database and provide technical support. SAM can report students served by disability category, GPA, final grade, accommodation needs, class schedule, an academic semester, test proctoring, and other needs specific to their diagnosis. SAM generates Letters of Accommodation sent directly to Instructors and students. The statistics compiled will assist in creative solutions that will improve the retention and graduation rates of students with disabilities facing accessibility barriers.

2) Northern's Active Minds Chapter is a Student-led team, created to increase mental health awareness. Both staff, faculty, and our mental health counselor are active members of the group. Unfortunately, due to the pandemic, we are not able to create campus activities. However, the group continues to send encouraging messages and broadcast mental health wellness information and supportive resources. The broadcasts include; mental health blogs, hotlines, encouraging literature, and virtual project participation activities

3) Accessibility supports other departments, working with students in many ways. These activities support enrollment, retention, and graduation rates: a) Assist Financial Aid with Lottery waivers, medical appeals, and scholarship reading, and financial verification of student award; b) Assistive Technology software and devices for specific need including, iPads, readers, audio/PDF books, note-taker, and tutors, Chromebook provided to students during the pandemic allowing access and submission of assignments. Advisement assistance with registration and degree audits, helping a student choose classes for their degree plans, and communicating with students about early alerts and enrollment. High School/Dual Credit accommodations for students, as well as

working to help Spanish -speaking students. Continuing Education students who need with access issues. Adult Ed and HEP/GED, accommodations to students for testing High-Set and Accuplacer exams. Counseling Services assist with at-risk advising and referrals to community agencies. Temporary Accommodations support during illness, death, medical, or other circumstances. Distance Learning provides access and accommodations to students online. CAMP mentoring and advising students and staff about student needs. Veteran's Center, mentoring and advising, and assisting students with accommodation needs.

B. Student Success

During FY 19-20, 28 students successfully obtained their AA or BA, utilizing services from the Accessibility and Resource Center. Of those who have obtained a BA, half of the majority of students have enrolled at other higher education institutions to continue their Master's degree. At least eight (8) of the students, who have obtained their AA degree, are entering the workforce. The remainder of the percentage of students is continuing with their BA degree and working. Many students will not return until a later date due to their experiences with online instruction's current educational method. The online format will result in a significant reduction of accommodations provided to about thirty students, who will not begin the semester.

Peer tutoring has increased the success of thirty-five students (35) instruction across online academic curricula and has resulted in improved academic achievement, mastering content, and context. Typical components of peer tutoring programs positively facilitate both academic and social gains for both mentors and students. Accessibility currently has seven tutors (7) tutors helping in a variation of courses. ARC is trying to utilize the Tutoring Center for students with specific course needs.

C. Communication

Northern employees, including administration, faculty, staff, and work-study students are vital to the operation: coordination and ongoing improvement of equal access support services and other departments under Support Services. However, there is lack of communication from key executive divisions who initiate and implement new policies and procedures and do not notify operational or academic changes. These include the dissemination of vital reports pertinent to services provision. Attendance and participating in co-curricular activities and events planned on campus during the regular semester promote student engagement, increase retention, and improve enrollment.

There is a need for additional support staff to serve as the first point of communication to potential students for community members seeking Northern registration advisement and information, vital to the continued retention and growth. We currently have no direct contact person either in person or by telephone to guide, teach, and answer questions. Working at home, we lose these connections to each other, and forget that students need consistency and guidance to reach and speak to the appropriate Northern person.

D. Team Spirit

ARC continues to utilize campus and community collaborating partners to engage participation in events and activities. It is difficult to engage during the pandemic, with no access to campus life. Weekly video segments from Dr. Bailey have kept the students updated and informed the students about what events they can become a part of the development and implementation of events and activities. They motivate and inspire students to join clubs, volunteer, and create other events. These events gear the consciousness of campus and community services regarding identified resources where help is available, building leadership, confidence, social acknowledgment, and a model for success and future endeavors.

II. Challenges

A. Enrollment

Accessibility and Resources have faced several challenges with the number of turnover of faculty, adjunct, administrators, and staff have to jump right into virtual campus and curricula. It is not easy to create relationships and understand the community and campus climate. There needs to be a way to traduce new staff and faculty to increase knowledge about campus and community climate, local customs, and traditions that create gaps among operational and academic faculty and staff communication and respect for colleague job function and responsibility at Northern. New staff and faculty increasing understanding of the compliance of required services under Accessibility and Resource and ADA law. The accommodations provide flexible and alternative methodologies to completion of course work, considered unnecessary. A comprehensive set of multi-media tools and pedagogy through Distance Learning platforms can help Instructors make courses welcoming and accessible to everyone and suggests an increase in academic achievement.

There is a need to reflecting on providing services based on students and customer approval on what matters most to them; responsiveness, efficiency, clear communication, and conflict to management, increasing success, and completion of degrees. We serve the community; we need more emphasis on campus and virtual friendly service, welcoming atmosphere, and direct assistance with first contact results.

B. Student Success

The assessment of instructor flexibility and understanding, recognizing the obstacles that students face. New approaches towards success and retaining those students who are the most vulnerable and not dropping, but assisting them. Independent Study allowing students who need additional supports to utilize Independent timelines. Study to courses needed to graduate. Incomplete Grades/Extra Credit, allowing the student an Incomplete or extra credit when an extended timeframe has been permitted or allowed to complete coursework. Students often take available courses, although not part of their degree plans.

These courses should have an allowance for substituted or class required offered in order to move forward to students, and take when they are available. Cohort or pre-requisition model is not ideal in some cases since it can diminish elasticity and become restrictive. There are few classes not requiring prerequisites. Students remain stagnant; Multi-media learning provides

various teaching styles, such as; print, video, audio, and kinetic presentation, helping students study at their own pace, proving mastery. Increase courses offered during short term and summer sessions. These courses help the student catch up. However, most of the time, they are irrelevant—students who never register for such classes due to upper or introductory courses' limitations. Caps on the number of students per class, Increase Caps on class size creates financial aid issues and registration of classes (fillers) that are not pertinent to degree plans.

C. Communication

Improvements across the campus about awareness of accessibility issues, including basic ADA laws and regulations that govern service provision for post-secondary institutions and consequence for compliance and action required by faculty and staff to enhance their courses' Accessibility. Additional funding allocations would allow upgrades in Assistive Technology equipment for students who need specific software for visual, auditory, or Braille reading; and, including the purchase of tablets, laptops, and audio devices, to include; alternative media applications. ARC hopes that the Assistive Technology bought for a pandemic are, secured and utilized for accessibility purposes.

Providing funding for upgrades would assist much-needed campus repairs, for ADA compliance reported not addressed:

1. Push Button Doors needed in several areas where doors are not accessible, such as the cafeteria east door.
2. Need Sidewalk path to Admin, High Tech, Gym, and SERPA buildings.
3. Sidewalks need to be repair and maintained.
4. Doors with no automatic door system create easier access.
5. Need Visual cues and signs, pointing to and in front of all buildings.
6. The elevator at the Art complex is not operable. Staff should have a checklist of ADA requirements for each building for facility use.

D. Team Spirit

There is an urgent need for team building and mutual respect between colleagues in faculty, staff, and administration. This with significant recognition and awareness of work responsibilities and the critical functions provided that makeup Northern. There is a great benefit for someone to feel part of the institution and stay committed to Northern.

Collaboration can only occur when there is mutual respect, openness, and friendliness among the organization. We all must believe we are working towards a common goal or mission. Encouraging active participation by faculty, students, and staff in institutional governance with vital decision-making at all levels reinforces the value and necessity of working together to create student success and well-being.

E. Budget Requirements to Address Challenges

An exact number of students with accommodation challenging to determine annually or semester what accommodations will be required to provide services to every individual student and the number of students who will need accommodations. Therefore, it is imperative to have

funding available. Technology and accessible materials are a priority needed to assure ADA compliance for Northern for all students with specific needs. Here is a list of equipment that is needed for equal access. 1) Assistive Technology Equipment (Screen Readers, Chromebooks, headphones, Braille readers \$10,500. 2) Software and Apps with Licenses (Dragon Speak, Zoom, Jaws Kurzweil), \$15, 500. 3) Professional Services (ASL, Braille), depends on enrollment \$60,000.4) Repairs to sidewalks and other Handicapped Facilities, \$180,000. 5) Visual Image Signs across campus for each department and storage spaces, \$10,000. The total amount requested would estimate around \$276,000. Of course, we will continue to write grants to tackle the amount requested.

III. Future Projects

A. Enrollment

Universal Design for Learning (UDL) can be applied as an Instruction tool used to develop class climate, interactions, physical environments delivery methods, information, resources and technology, feedback, and assessment. In the past year, new changes have made Distance Learning more accessible to all students. There is work that needs to increase for Blackboard Utilities and Hybrid learning to make testing and extended time available. ARC is glad that we now have an Instructional Design Director to offer such assistance.

An examine circumstances developing classroom syllabus and classroom environment that are accessible, not all students have access to WIFI at home, cell phone, or tower availability, making access to online, hybrid assignments and submission challenges. Some students need to take tests with a printed copy and need to know this is an option. Giving students formulas as class prep materials are essential for testing and homework mastery and completion and allow reading of exams. There are many multi-media modes to become proficient for course objectives and performance goals.

B. Student Success

The extent to which people with disabilities have had access to higher education has evolved from one of exclusion to one focused on functional limitations. A social justice mindset focuses on the role of universal design and creates an environment accessible to as many people as possible. The design of multi-media environments usable by all people, to the greatest extent possible.

Teachers need to implement accommodations required by law without prejudice and protect students' vulnerability from harassment and discrimination from other students, faculty, or staff. K looks forward to working with our new Instruction Design Director to bring these needs to online and traditional instruction methods.

C. Communication

Project-based learning (PBL) has an innovative and effective way of teaching students. The institutional change should embrace (PBL) as a pedagogical method in which students are directed to create an artifact (or artifacts) to present their gained knowledge. Objects may

include various media writings, art, drawings, three-dimensional representations, videos, photography, or technology visual presentations. The basis of (PBL) is the authenticity of the research's real-life application and is considered a futuristic classroom. Proponents of project-based learning cite numerous benefits to implementing these strategies in the classroom, including a greater depth of understanding of concepts, broader knowledge base, improved communication, and interpersonal social skills, enhancing leadership skills, increased creativity, and improved writing skills.

D. Team Spirit

Becoming skilled at doing more concerning colleagues may be the most critical thing we can do to increase our value and work, regardless of our authority level. There is no question that there are many activities and events facilitated and collaborated upon within the campus. The separation between staff and faculty limits these events' effectiveness, participation, and opportunities to build relationships and team-building between staff, students, and faculty. Professional Development needs to include cross-functional training, maintenance of function essential for a smoothly run department and organization. Staff and faculty should be part of learning opportunities outside of their realm of work to participate as members of academic meetings, support services, administrative committees, and other events that bring a higher level of understanding and embrace a different perspective.

Admission/Recruitment/Dual Credit
Director: Frank Orona

I. Annual summary of activities

A. Enrollment

With a more targeted recruitment area, the total number of applications that Northern New Mexico College received has been far fewer than in previous years. For example, by August 19, 2019, we had processed 1,040 admissions applications. In comparison, by August 13, 2020, we had only received and processed 743 admissions applications.

The recruitment team was the most robust it had been in a few years with the addition of the Dual Credit/Recruitment 1.0 FTE position. The college had relied primarily on one 1.0 FTE position for at least the past 10 years. When CAMP offered to hire a 1.0 FTE within their department for recruitment the decision was made to combine the 0.5 FTE Dual Credit position with the 0.5 FTE Recruitment position to create a 1.0 FTE Dual Credit/Recruitment position. This position was hired in November 2019 and worked diligently on outreach until March 2020 when the pandemic shut everything down. The college still does not have any way to measure the success of the idea of combining the two 0.5 FTE positions.

The Admissions team, at the request of the Assistant Provost, has also begun to track the number of applications for the recruitment cycle. One recruitment cycle has passed so one year has been captured. After two more recruitment cycles have passed, we will be in a position to compare apples to apples in regard to our Admissions application reports. Currently, we are only able to compare to final admissions reports for the previous two recruitment cycles.

The Recruitment team has also reinstated the idea of bringing local high school counselors to our campus in order to showcase our programs and, of course, our campus. This gives the counselors an opportunity to meet and ask questions of the different department chairs and begin a conversation with the department chairs. This is helpful in that counselors become more comfortable in making a direct referral to their students if the student has expressed an interest in a particular program. The most successful recruiter for any particular program is the chair or professor who will respond to a prospective student and nurture the relationship through matriculation and finally, through program completion.

It is also the hope that Northern New Mexico College will reinstitute what was once a very successful yearly Dual Credit Summit. This brought counselors and the college community together and was successful in that there were very few questions left unanswered when it came to admissions, testing, advisement, career pathways, and finally dual credit registration.

Since I&G funding is not to be used for purchasing food or drink it would be nice to find a revenue stream that would allow for the purchase of coffee and/or light fare for the above-mentioned events. We are grateful that the President found it worthwhile to find funding for our most recent event.

B. Student Success

Northern New Mexico College is working hard on retaining and graduating students. The College is beginning to understand that the success of our students is a trickle-down effect that will lead to the success of the College as a whole. The faculty are the key component in all of this as they see and work with students very closely on a daily basis. If a student is in crisis mode facing financial issues, transportation issues, or food insecurity, it is the faculty who are the first to know. When the college is able to address these types of issues in a timely, confidential manner the end result will be students who are successful because there were people who cared about their well-being and their academics. That in itself is a powerful combination as student success, in turn, leads to recruitment and retention success.

If a student has a positive story to share about their experience at Northern New Mexico College they will tell people. Those people in turn will tell other people and so on and so on. That in itself is the College's best recruitment tool. Take care of our own and the college will reap the benefits tenfold.

C. Communication

The college must communicate with its faculty and staff that we are strong and deserving of respect from the rest of the people in this state. We must communicate with faculty, staff, and students that we are all part of the Northern New Mexico College community and if we can't begin by respecting one another then we can't expect to be respected by the people outside of our college community.

D. Team Spirit

In admissions and recruitment, it is our primary job to promote our programs and bring students to Northern New Mexico College. It is important that there is support from administration, faculty, and other staff members when we are recruiting and processing admissions applications. For example, if there is a strong prospective applicant who is interested in Environmental Science and we turn that student over to the Environmental Science department, it is important to know that there will be a follow-up with that particular student. There is nothing more disheartening than to be working with a student then hear from them when there is a follow-up communication that they have chosen to go elsewhere because they were unable to contact anyone in the Environmental Science Department. Again, I just chose Environmental Science to make a point but this is something that can turn a prospective student away. Team Spirit makes all employees proud enough to display a Northern New Mexico College license plate and market for our college on a daily basis.

II. Challenges

A. Enrollment

Convincing students that we will be providing quality education in a completely online environment has been the biggest challenge that we have had to deal with in the current recruitment cycle. A few of the prospective students that were on our recruitment radar opted

to wait to see where this pandemic is going and what will happen to the education system in the next few months. Compounding that dilemma and allowing students the choice of taking an academic year to decide to enter college is the fact that students can now elect to defer enrollment for 16 months after high school graduation and still be eligible for the Lottery Success Scholarship. Northern New Mexico College utilized the tactic of explaining that there was a greater chance for student success and completion for those beginning college in the Fall semester following High School graduation but there were those that had their minds made up about deferring college matriculation. This being the case it will be interesting to see what Northern's Fall 2021 First-time Any College class will look like. Will those who deferred enrollment this current semester inflate the freshman class Fall of 2021?

B. Student Success

The success of our students will be heavily dependent upon how well we serve our students in this, new for Northern New Mexico College, and the students, all online environment. As a college, there is much to learn about how to make our complete staff and faculty available to our students especially when there is a need to communicate with us for something as simple as how to go about ordering or accessing a textbook or access code. Northern must also be more responsive to those students who require an "access code" in order to participate in their online course or laboratory. Those are only examples that the college has experience via student services so there may be other issues that are arising that must be addressed as well.

C. Communication

It goes without saying that in order to be successful in service to students, communication is the key. How can the college be more responsive to the needs of our students and to the needs of our colleagues as well? There is nothing more disheartening than to refer a student and have the student call or write back a day or two later and say that they have not received a response from the person that they were referred to. In this online environment, the college must make a commitment to our students and communicate with each and every one of them in a timely manner.

D. Team Spirit

Understanding the needs of our students will lead to the success of the student and that is definitely something that as a college community will be celebrated by all. Northern New Mexico College's increased retention and graduation rates will be a reason to celebrate across the board and all will reap the benefits thereby increasing team spirit.

E. Budget Requirements

Besides providing a small amount of fare for campus visitors there is not much of a budget requirement. Hosting two events on campus for area high school counselors would cost less than \$1,000. Also, there will need to be an investment made in the technology needed for geofencing, etc.

III. Future Projects

A. Enrollment

In this new environment, it will be important to keep track of how we recruit, admit, register, retain, and eventually see our students through program completion. Led by the Assistant Provost, Northern New Mexico College will be taking a look at how we begin our relationship with a prospective student and how we respond to that student and see that student through matriculation. We will then continue to communicate with the student through program completion. Our Assistant Provost is calling that in essence “How many “touches” a prospective receives before matriculation and are those touches high quality and effective.” Also included will be a more transparent system to know when recruitment will “hand-off” the prospective student to admissions, when admissions will “hand-off” the student to advisement, etc. Too often a student can get lost for a time and if we fail to respond timely it may be too late. We want to close that window of opportunity and keep our prospective students as FTAC’s.

B. Student Success

Northern New Mexico College will convert prospective students to college graduates by improving the quality of service at the front end of recruitment through matriculation and finally graduation. The college must find how to make those quality “touches” especially on the front end but throughout the student’s academic career.

C. Communication

Through the use of programs like Signal Vine and geofencing, Northern New Mexico College will be utilizing technology to reach students in a manner that they are familiar with and comfortable with. For example, students tell us anecdotally that they don’t listen to local radio. They utilize music programs like Pandora. Students tell us anecdotally that they don’t watch a lot of television. They utilize YouTube videos or they watch Netflix or Hulu or whatever but mostly on their phones. If Northern New Mexico College were to “pop up” every time a prospective student or a current student was on their phone, they could click on the link that would take them directly to our website where they could peruse our programs or get an answer to a question they may have.

D. Team Spirit

All of these things lead to a sense of belonging and community. When one is made to feel like a welcome part of a community it is easy to display pride and speak about your college with pride and wear your college pullover with pride.

Advisement and Student Success

Director: Lisa Wilson

I. Annual summary of activities

A. Enrollment

Advisement Center: The 2019-20 academic year proved to be a challenging year for the Advisement Center. First, during the Fall 19 semester, the center experienced significant personnel changes, and then, in the Spring 20 semester, the pandemic hit, and the changes were nearly overwhelming throughout the college and society as a whole. In terms of the Advisement Center, the staff adapted well to all of the change and demonstrated a high degree of resilience. Our methods may have changed, but the staff continues to be a high-functioning team committed to quality customer service and personalized academic support. The Advisement Center's mission statement is a reminder of our broad purpose: The Advisement Center @ Northern supports student success by assisting first-year students to set goals, select and navigate an academic path, and develop lifelong learning skills. The advising staff recognizes that these interactions have a direct impact on enrollment.

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

During the Spring 2020 semester and in response to the pandemic, the advisement staff made additional efforts to reach out to students. Early on, we contacted our advisees to make sure that they understood the plan for continuing online after the spring break, we tracked the Student Technology Access Form to help distribute Chromebooks to students with need, and we followed up on faculty requests regarding less active students (basically a mass early alert process). Through this additional outreach, we realized the value of this personal contact through email, phone calls, and zoom sessions. We saw an increased number of students following up with their own questions and concerns. These outreach efforts will continue to play a role in advisement even as the college returns to an on-campus presence.

In previous semesters, the College's admissions through enrollment process worked fairly well. When students completed their admissions process, they walked over to the Advisement reception desk, scheduled an Accuplacer exam, and then followed that with an advisement appointment, either drop-in or by appointment. The fact that we were all located in close proximity and the entire process depended on on-campus visits, made it workable. Now the fact that we have de-emphasized the Accuplacer exam and there is no on-campus advising has required the center to develop new processes. One major change this Fall semester has been the wide utilization of the "Complete, but not Enrolled Report." The Advisement staff used this report and all its updates to set appointments with students. In the past, the students came to us; this

semester we reached out to them. The Strategic Enrollment Management (SEM) Team has identified the development and mapping of this entire process—from recruitment to admissions to enrollment through the first-year experience as a priority of the team.

B. Student Success

New Student Orientation (NSO) is one of the major student success initiatives that the Director of Student Success and Advisement oversees. A planning team works together to develop an agenda that provides a warm welcome and focuses on familiarizing students with the campus, the college's academic programs, and college resources. During the NSO, these 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. We argue 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.

Between the Fall Semester NSOs and spring semester NSO, we have two very different events due simply to the numbers. The last two Fall NSOs have served over 150 students while Spring 2020 had 40 students in attendance. However, this Fall 2020 NSO presented a completely new challenge. The College determined several months ago that the NSO would be entirely online.

The planning team developed a two-part NSO, with an online component offered through Blackboard, and a zoom component that offered the intimacy of small group interaction and guidance from current students. Over 50 students took part in the four zoom sessions, and 87 students have accessed the Bb component, with 42 completing the final survey. While the college would be wise to look into the vendors promoting online orientation programs, the Team was impressed and pleased with our homegrown results this semester.

Another accomplishment this year was the development of multiple measures placement procedures in collaboration with the Math and English departments. The timing was especially advantageous as Accuplacer was not available for several months as College Board came up with an online option for testing with proctoring through zoom. More importantly, this allows student placement to be based on actual academic performance rather than on performance on a standardized test, which is proven to be a more effective determinant of success in college coursework.

C. Communication

The SEM Team, which was re-established in the Fall of 2018, has greatly improved communication amongst the student services department, IR, IT, and Marketing and Communications. Serving as chair of the SEM Team for its first-year and a half, the Director of Student Success and Advisement had a key role in the activities and accomplishments of this Team. The role of the chair now moves to the Assistant Provost for Student Affairs.

The work of the SEM Team focused on mapping and improving enrollment processes, the development of the Strategic Enrollment Management Plan, and making proposals to the

executive leadership. One such proposal was the rehiring of a College-wide receptionist to improve communication with external and internal stakeholders. This position was hired this summer and will take on the full Welcome Desk Receptionist role as training is provided.

D. Team Spirit

The sense of Team Spirit amongst the Student Services areas has been improved through committee work such as the SEM Team and the CARE Team. The CARE Team provides a much needed opportunity for those of us working with students to share concerns and respond to students in crisis. Working together to meet the needs of these students has certainly contributed to our sense of team spirit.

Within the Advisement Center, team spirit has been enhanced by necessity. Due to the staffing changes last fall, the new and remaining staff had to become more fully cross-trained. This gave the group the chance to work more closely and to become more interdependent. Through regular zoom meetings, the staff has maintained that sense of team spirit, though the group will be eager to work together in person when possible.

II. Challenges

A. Enrollment

Advisement procedures have evolved over the past few semesters to ensure that first-year students have multiple opportunities to meet with their advisors. While the busiest time of our academic year is still the lead up to a new semester, the advisors see their roles as much broader than simply registering students. Proactive advising involves reaching out to students to support success strategies, goal setting, student engagement, and problem-solving. An ideal first-year experience would involve academic maps or pathways for students based on their proposed academic majors—for example, STEM fields, health fields, social science, business, education, etc. These first-year maps would include the general education courses, but ideally, they would also include courses within the field with minimal pre-requisites so students can experience program coursework. Hopefully, these pathways can be considered and promoted as the SEM Team develops a complete process map for the first-year experience. Offering this type of first-year experience will have a positive impact on enrollment as students will be encouraged and motivated when they get to experience college work beyond what they refer to as “the basics.”

The campus closure due to the pandemic had a significant impact on Testing Services. At first, the different tests we offer, Accuplacer, HiSET, and CLEP, had no online options, and we were unable to administer the tests. Eventually, both Accuplacer and HiSET provided online options. Accuplacer is offered through our testing services and is proctored through zoom breakout rooms. Our staff has been trained and has been offering the placement exam through zoom for the past three months. While HiSET uses a third-party proctoring service, it is not available for students under the age of 18. Starting in June the College established a new testing center with pandemic protocols in place. Through this center, the HiSET exam is being offered twice weekly. Fortunately, when we hired the new Testing Examiner in January 2020, we made the position

50% testing and 50% academic advising. This has allowed for cross-training and a clear role while testing was on hold.

B. Student Success

One challenge that has been especially apparent this year has to do with accessing technology. Typically, with first-year students, we may have encouraged students to take a single online course within their first semester at most. Now, suddenly all of our students are off campus trying to make sense of their email, banner, and Blackboard. It's clear that advisors need to develop effective strategies to get students acquainted with these features shortly after they are registered. One complication is that new students generally do not have an email set up right away; it takes several days after they have enrolled to be able to access their email. Passwords often need to be reset. This, too, should be addressed in the SEM Team's process map. In the meantime, it's reasonable for advisors to see this as part of their role—getting students acquainted with their technology. Now that we have an NSO Blackboard course set up, we could maintain such a course, which will give students the chance to access Bb courses before their courses begin.

The College's Early Alert System is based on the survey monkey tool. It is readily accessible to faculty and produces a basic excel sheet, through which the advisors monitor, contact students, and track results. The overall effectiveness of this tool has been disappointing due to the limited number of faculty who utilize the system, the fact that the alert comes too late for many students, and the difficulty of contacting students. The College has been exploring more powerful tools that might even initiate outreach to students based on attendance or grading.

C. Communication

The development of the SEM Team's process map for the first-year experience is bound to improve communication between the student services areas. We were clearly dependent on the face-to-face, on-campus model up until this summer for registration. Even as we return to campus, we should be able to allow for electronic processes to support admissions, financial aid, and advising.

Improving communication between academic departments and the Advisement Center will ensure effective scheduling, consistent advising processes, and a smooth transition to departmental advising for students. As the College continues to focus on effective programming, academic maps, and even 8-week scheduling, we are confident that more students will experience more successful scheduling which in turn will lead to improved completion and graduation rates. Additional communication is needed just to share schedule changes, cancelled classes, added classes, and closed classes.

D. Team Spirit

Team spirit could be enhanced between the Advising Center staff and faculty advisors if we shared more processes and recognized our shared goals and purposes. A commitment to mandatory advising, clear transitions from first-year to program advisors and shared use of tools such as Degree Works and potentially a retention software would do much to build team spirit.

It does not help that the College's busiest times registering students coincides with faculty leave. This is simply a feature of the academic calendar, but there have some suggestions about faculty stipends to support advising during these peak periods.

E. Budget requirements to address challenges

The Advisement Center and Testing Services are grateful to note that two of the requests from last year have been met. The College purchased a two-way texting system and new computers were purchased for the HiSET Testing Center.

While the Advisement Center has reviewed programs, such as Advisor Track to support record-keeping and tracking of advisees, the College has been proposing the purchase of a Retention software like Starfish, which has far greater capabilities. We support the purchase of a program like Starfish. If, in fact, the grant funding is not available, we will propose the purchase of a more basic tool. The Advisement Center has participated in a demo for Advisor Track, which could provide additional tracking and reporting for advising activities. The cost estimates are \$2995 with an annual support agreement for \$849.

Laptops to support remote working arrangements for three staff members (\$3,000) and possibly college cell phones and jetpacks (depending on access to the Internet) to ensure that advising staff and the Welcome Desk Receptionist have high-quality equipment to support their activities, possibly on and off-campus. Testing Services is still concerned about the limited space and disruptive setting for Accuplacer testing. Minimally, there is a need for locker spaces to store belongings.

III. Future Projects

A. Enrollment

Work on developing a clear process map for the First-year Experience in collaboration with student services and academic departments through the SEM teamwork. Ideally, this would involve a commitment to academic maps and well-structured first-year scheduling for students.

B. Student Success

Work on following through with the Strategic Enrollment Management Plan, monitoring data, and reviewing results. Update and revise the Advising Procedures Manual, to include specific protocols for various advising sessions and processes. Provide technology access support (before classes start) through collaboration with Eagle Techs and Distance Education.

C. Communication

Continue to support the involvement of the Advisement Staff on college-wide committees. Provide opportunities through training or attendance at department meetings for Advisement Center Staff to meet with academic departments regarding first-year advising recommendations. Provide opportunities for the Welcome Desk Receptionist to interact with staff and faculty across campus to manage referrals and preliminary questions.

D. Team Spirit

The Advisement Center would like to propose regular advising training sessions to include both first-year advisors, program advisors, and the Degree Works Coordinator.

Financial Aid Office
Director: Jacob Pacheco

I. Annual summary of activities

A. Enrollment

The Financial Aid Office's work in administering financial aid programs plays a critical role in maintaining and increasing Northern's enrollment. The most recently published IPEDS data shows that 91% of full-time beginning students received the Federal Pell Grant and 66% of all undergraduates received some type of grant or scholarship aid. For this reason, the Financial Aid staff worked diligently during the 2019-2020 aid year to ensure that all eligible students applied for and received aid to defray the costs associated with attending college. Throughout the year the department worked to increase the awareness of financial aid programs to potential students and their parents by outreaching to the schools in Northern's service area. Numerous financial aid information sessions and FAFSA completion workshops were held during the year. These efforts demonstrated the College's commitment to assisting students to make the transition into higher education and the ongoing outreach has led to a reliance on Northern for assistance with the financial aid process by many schools in North Central New Mexico.

B. Student Success

Student success is the driving force behind all that is accomplished by the financial aid team. Each staff member is motivated to make a difference in the lives of the students they serve. When staff members were asked to explain what satisfied them the most about their jobs, one staff member said this, "Nobody can say that we are here for the money; instead it's the satisfaction of helping students through the process to achieve their goals, earn a degree and become successful." Another staff member had this to say, "My job in financial aid allows me to make a difference in people's lives and it is satisfying to see the lives of students change for the better over time."

C. Communication

The financial aid office prides itself on fostering an environment where staff members have the opportunity to express their thoughts, provide input, and speak freely about issues that affect the quality and efficiency of work. The office works as a team and must communicate with one another by all means of communication to include, face-to-face, phone, email, and as of most recently, by electronic meeting formats such as Zoom. During the Covid-19 campus closure, the financial aid office designated the department's finaid@nmmc.edu email as the official means of communication with students. One staff member was assigned to monitor the email and respond to student inquiries and to forward messages best suited for response by specific individuals in the office.

D. Team Spirit

With a clear focus on serving students, the financial aid staff works diligently to accomplish department objectives and goals. Healthy working relationships with office coworkers and staff members across the college have contributed greatly to the department's success in managing

projects that require a team approach as well as a healthy dose of team spirit. For example, Northern's annual scholarship process can only be accomplished through a collaborative effort between individuals across departments. Led by the financial aid office, the 2019 scholarship process involved a committee of individuals from the College's Marketing department, Institutional Research, Academics, and the College's Administrative team. The teamwork placed in the scholarship process resulted in a streamlined selection process that received a good amount of positive feedback from scholarship reviewers and students alike. There were times throughout the year where team spirit among the staff took hits. Managing demanding workloads, working under time constraints and the stresses associated with dealing with difficult students took its toll. To re-establish healthy attitudes the staff members worked to support one another and communicate frustrations and solutions to work toward a better level of team spirit.

II. Challenges

A. Enrollment

The financial aid office's ability to award financial aid as early as possible has an impact on student decision making that ultimately affects enrollment. Early awarding is always desirable for positive enrollment outcomes. The department's ability to "early award" has been a challenge for the last few years, however. There are a few reasons for this. First and foremost is an issue with the College's ability to keep up-to-date with Banner software patches and upgrades. A failure to maintain upgrades severely impacts and delays the department's ability to perform the necessary processes needed to award aid timely. In the lead up to the fall 2020-2021 aid year, the department experienced a major delay in awarding due to unapplied software upgrades. The delay in awarding exasperated an already difficult situation that was created by the requirement to work remotely due to Covid-19 restrictions. Unfortunately, the financial aid process is very document-intensive and requires multiple exchanges of information and communication between the student and the department. The campus closure forced all interactions with students to include requesting required documentation and receiving documentation to occur through email. This proved to be extremely inefficient on many levels. The sheer volume of sensitive documentation that was handled electronically during the campus closure was a major factor in the need for staff to be on campus. It is important that the College work toward the acquisition of a document management system such as SoftDocs to improve the efficiency of the financial aid process, decrease the time it takes students to be awarded aid, and ultimately have positive outcomes on enrollment.

B. Student Success

The financial aid office's contribution to improving student success rests largely on how effective the department is at assisting students through the financial aid process. A major challenge the department faces is how to effectively outreach to students and parents under the current circumstances created by Covid-19 which are limiting the means of conventional communication and challenging the office's ability to provide quality assistance through the entire financial aid process. The department has adapted and made headway in assisting Northern's students through the use of electronic meetings, but moving forward the challenge will be to assist students and parents on a larger scale. Currently, the Financial aid office is experiencing a staff

shortage that will challenge the office's ability to process scholarships and grants and at the same time meet the level of assistance that is needed to help the students be successful. Despite these challenges, Northern's financial aid department will work to become fully staffed and continue to find innovative solutions to meet the needs of both continuing and potential students.

C. Communication

Working remotely has created a whole new set of communication challenges between the financial aid staff and also across college departments. For instance, the critical nature of the work performed by the Financial Aid Office, its impact on enrollment, and the challenges faced as a result of limited campus access seemed to have been lost in translation. Although the decision making to limit campus access was based on health and safety, the College's goal to gain enrollment for the fall term remained. The processing and delivery of financial aid to students prior to the start of the term depended on the financial aid staff's ability to be present on campus. Despite several appeals for the staff to have more access to campus the decision to allow access came late and at a heavy cost to the students and to the staff of the financial aid office. To avert an enrollment disaster the staff had to work extraordinary hard during the weeks before the start of the term just to get at a level where the majority of students were awarded aid. Unfortunately, many students began the term without financial aid in place which resulted in student anxiety over being disenrolled for non-payment, the inability to purchase books and for many the uncertainty of not knowing whether they qualified for financial aid. A takeaway from this is that it is extremely important to respond to individual department needs when they are conveyed.

Another example of how communication broke down during the campus closure was that the financial aid office was not brought into the decision making to move forward with the Northern Scholarship process so close to the start of the fall term. The pros and cons of moving forward with the scholarship process and the challenges already being faced by the staff during the Covid-19 campus closure were not factored. Communication with the Financial Aid Director on this matter would likely have resulted in a recommendation to postpone the process until after the start of the fall term. Although successful, the 2020 Northern Scholarship process took time and energy away from awarding grants and scholarships that the office was already perilously behind schedule on. A takeaway is that without communication, good intentions can have negative consequences on factors that are not taken into consideration.

D. Team Spirit

There are valuable lessons to be learned by those who worked through the wake of problems created as a result of the Covid-19 campus closure. The unfavorable circumstances produced by working remotely on a financial aid process that is heavily reliant on office presence had a profoundly negative effect on team spirit. The inefficiencies created by trying to manage the financial aid with very limited access to campus proved costly in terms of the burden placed on staff members who worked much longer hours to accomplish tasks that could normally be accomplished in less time under normal circumstances. In addition, with the elimination of face-to-face interaction with students also came an increase in the number of errors made on documentation that ultimately delayed the processing and awarding of aid. The end result was a high number of students who began the semester without having grants, scholarships, and

student loans awarded before the start of the semester. To add to the already difficult circumstances, staff from other student service and academic departments were placing unrealistic expectations on the financial aid office to quickly process aid for students who had just recently enrolled and applied for financial aid. These frustrations were sometimes voiced or communicated by email in a negative way. It is important for all members of the College community to understand that applying for financial aid is a process that does take time. The expectation to have students complete a FAFSA and then have aid awarded in a few short days is not only unrealistic but also has a negative impact on student satisfaction and enrollment.

III. Future Projects

A. Enrollment

A large percentage of the students served by the financial aid office are first generation, first-time any college students. For many, the financial aid process can be daunting and for some even overwhelming. The financial aid office's ability to provide one-on-one FAFSA assistance to students is one of the most powerful strategies to ensure that the financial aid process does not hinder the ability to enroll in college. For this reason, the financial aid office will continue to provide FAFSA assistance to any student that needs help. Something new in 2020-2021 is a partnership between the financial aid office and the Up\$tart project under the Eagle Corporation. This partnership will provide additional personnel to accomplish the important task of providing one-on-one assistance to students and parents. With Project Up\$tart's help, students will also be coached on tapping into other available resources such as the additional child tax credit, earned income credit, and SNAP benefits that will increase the student's resources and ability to stay enrolled.

With the help of Northern's Grants Office, the Financial Aid Office applied for and was awarded a state-funded Public Education Department grant in the amount of \$30,000 to increase FAFSA completion. These funds will be used to hire a part-time staff member to meet this goal.

During the 2020-2021 fiscal year, it is imperative that action be taken to create efficiencies in financial aid processing by leveraging the College's Banner software capabilities. This can be accomplished by contracting a professional Banner consultant to work on improving and automating many of the processes that are currently performed manually. The office needs to work smarter and not harder by employing best practices by employing Banner functions that are known to increase productivity and reduce manual work. One Banner function that can be worked on immediately is the email function which would streamline the communication to students when they apply for financial aid. In essence, this function would enable students to receive an automated email that provides information on the unsatisfied requirements that must be met for the financial aid office to complete awarding. Students would be prompted to log into the self-serve banner system to acquire the necessary forms and instructions. This is but one example of a process that can be improved quickly with the help of a Banner consultant and that would have an immediate positive impact on the delivery of information to students that would ultimately speed up awarding time and correspondingly increase the satisfaction of students to improve the yield of enrollment.

B. Student Success

Important to each member of the financial aid team is individual student success. To this end, each staff member contributes their own unique style of professional courtesy, mentorship, and encouragement to the students they serve. Now more than ever there is a need to inspire and motivate students to work toward their goals despite the adverse conditions that Covid-19 has placed in their paths. The financial aid team recognizes that their work and interaction with students can have a profound impact on whether a student chooses to remain enrolled. The team is resolved to work toward uplifting and assisting students through whatever college process they need assistance with to enable them to continue their educational journey. The financial aid office will be the office that doesn't point a student to another office for assistance, but instead will walk a student to help.

C. Communication

Communication was negatively affected during the turbulent time frame created by the Covid-19 pandemic. Despite meeting regularly through Zoom, staff communication via electronic format is definitely not equivalent to meeting face-to-face. There are elements of communication that are simply lost, and the time spent in online communication seems to be intent on getting down to the task at hand. Recognizing this shift as unhealthy to team spirit, the department strives to create time during meetings to listen and discuss issues that are important on an individual and personal level.

D. Team Spirit

Moving forward from the Covid-19 experience, the financial aid staff is poised to recover from what has probably been one of the most turbulent times in the office's history. The experience took a toll on team spirit and attention has to be paid to avert the same scenarios from repeating in the near future. The best way to move forward is through action. The onboarding of qualified staff members must take place so that the office is fully staffed within a short period of time. Training on technical processes must be a priority to create a baseline of knowledge and confidence for the staff to continue advancing the mission of delivering aid to students. These are some initiatives that must be focused on to bolster team spirit and create a healthy and productive work environment within the department.

Office of the Registrar
Registrar: Robert Palko

I. Annual summary of activities

A. Enrollment

-Achievements ---The office of the registrar has successfully updated the new common course numbering system (CCN) as a statewide project. The new system has provided all students an easier articulation system for students who plan to transfer amongst New Mexico institutions. Since Northern New Mexico's (NNMC) academic year began in fall 2019, all courses that are offered were required to be setup and configured from scratch in our SIS (Student Information System). With NNMC's banner ERP (Enterprise Resource Planning) system, a course cannot be easily edited or changed, and the system does this for a reason. This is because any previous course that has been created with an existing number, for example, ENG 111 (English Composition I), will affect a student's academic history. A new number and subject were created to reflect the HED crosswalk (ENGL 1110 Composition I). When each course is created, various additional setup such as equivalences, prerequisites, co-requisites, and course descriptions need to be finalized within the banner SIS. All these changes are necessary to establish a synchronized, relational configuration. It is important that this new curriculum is properly setup and also quality assurance is performed at the time with test cases (testing programming, and user functionality,) especially for student registration to run smoothly in future terms. Other important areas that this affects are Classification of Instructional Programs (CIP) codes across these new courses and within HED. Which by the way, has been updated including changes, additions, and deletions to courses previously approved by the committee. Now that the CCNs have been completed we were able to add them to the following three semesters (Spring, Summer, Fall) which will allow the registrar's office to roll the schedules to send out to Chairs for approval on courses. This will save the office from creating a new schedule every term.

--Failures--Failures that the office of the registrar has experienced is the lack of resources that allow a staff member to complete and maintain the course change forms. Ongoing issues and no current updates have been an issue to keep up with. In comparison to last year's report, the course changes are still being updated, however, a lot of maintenance and configuration is needed to reach its full potential. With only one professional staff team member in the registrar's office, this task was unable to move forward to process the creation of all Community college course forms. Therefore, they are being completed as the creation of the course comes in as a request prior to scheduling.

B & D. Student success and Team Spirit

--Successes

Successfully implemented the new common course numbering system in order to comply with the academic year that approached in Fall 2019. Within the small window of time that was given for NNMC, the office of the registrar knew that this project needed to be implemented as soon as possible. The project is currently ongoing through HED and the approval committees. Departments that still need to be completed are engineering, nursing, and business.

The registrar's office has worked with NMHED this past Spring to offer students Digital Diplomas. This initiative was a pilot program for the state of NM and all higher education institutions will be adopting it in the future. HED asked for us to be one of 4 institutions to adopt this for all spring 2020 graduates. We will be continuing the project with HED and will still issue students their degree on paper which they will be able to display within their homes or offices.

The registrar's office has been working with marketing to have all forms for students and staff updated to a fillable PDF version so that it is easier to fill out and return to the office. These forms include Official/Unofficial Transcript Requests, Course Correction Enrollment, Withdrawal from Last Class, and Change of Major, to name a few. It was in the best interest to have this completed because of the college closure and move to an all online format.

II. Challenges

A & B. Enrollment and Student Success

One of the main major challenges that the office of the registrar has faced on FY 20 was the COVID-19 pandemic and the loss of the Registrar. During this time the registrar's office was led by the Associate/Interim Registrar from November to June. Student workers are great assets however, both students that were employed with the office turned in their resignations at the same time, which meant that the office was only going to be staffed by the Interim Registrar alone. Student-workers typically take 12 credit hours or more (full time) in order to work towards a reasonable timeframe to graduate and with financial aid regulations they are limited to working 20 hours or less depending on their aid eligibility and college course schedule. This past March of 2020, the college was shut down and all staff members had to work remotely which turned everything that the Registrar's office does to one individual. We want our students to achieve and prosper, however an office with this amount of demand in student services needs to attain more professional staffing. Currently, the office of the registrar is the only student service office that had only one professional staff member in FY 20, and it is just as busy, if not busier than other offices with the student services that we provide. This ranges from transcript requests from students, background investigation requests, enrollment verifications, transfer evaluations, phone calls, petitions to graduate, degree conferral, course scheduling, commencement planning and not to mention curriculum processing.

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

Other challenges that the office of the registrar faced were compliance issues because of lack of staff, to complete the PR/PO process correctly for the numerous amounts of purchase orders that needed to be reviewed and approved by purchasing, and the college's compliance officer. This was a huge challenge for the registrar to correct, and finalize and re-submit all

documentation, quotes, contacts, and procedures. This challenge could have overall affected the success of commencement. Supplies, vendors, and contract services were essential for an overall successful student graduation ceremony experience. Other issues that arose for the registrar's office include the loss of student workers because of the inability to be on campus. Most of the job duties do require student workers to be in the office to complete tasks that are essential to workload.

With the COVID-19 pandemic, the college extended the spring semester for two weeks giving students to adjust to the change, however, that did bring on a huge challenge for the registrar's office to move the term back as well within the banner system. This was a challenge that came down to the wire, with the help of Ellucian and our IT department it was able to be completed one day prior to the first end of term date. The other challenge was to move the dates for the summer term as well because it was overlapping with spring's new end of term date. This was very time consuming while facing all other requests that are required for the office, which include transcript requests, dropping students, and schedule changes, to name a few. The college offered students to take a CR/NC grade for the spring term which has never been offered by the college before. It took some time to figure out how to make these accommodations without having it reflect on future terms. It was successful but without the proper staffing, it became a challenge. This has been a major challenge with everything else going on, including course scheduling and other daily functions required from the office.

C. Communication

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

D. Team Spirit.

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

E. Budget requirements to address challenges.

The budget need for an administrative assistant/enrollment specialist salary is proposed at \$35,000 based on human resource determination. This position will greatly stabilize the office of the registrar and its endeavors for enrollment and program growth. This position will be critical to assist the office in what student workers cannot, because of their limitations under the federal works study program guidelines. The office also seeks the position of Assistant Registrar to assist with the workload created by the new Branch Community College. The budget needed for this position would be based on the experience the individual has. The individual will also be taking on duties within the registrar's office. Such duties are enrollment verifications, transcript processing, education verifications, clearinghouse reporting and error reconciliation, scheduling, awarding and printing degrees and diplomas, change of majors, FERPA release consent forms, customer service as a whole (phone, front desk, and emails) and other duties as needed for the office directed by the registrar.

III. Future Projects

A. Enrollment

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

B. Student Success

We are currently working with HED and BlockChain to provide students, current and former, with transcripts. We hope to get this up and running by Spring 2021, it is currently on hold because of COVID-19.

Another near-future goal is to have all course changes updated by Summer 2021 from all changes that need to be updated or created for Undergraduate and Community College levels. Other technological projects the registrar's office would like to implement are changes to the schedule using a form that includes all information on what is needed to make a change. These include the following information; adding a new course, deletion of a course, cancellation, subject, POT (Part of Term), and times and location. This will better provide the registrar's office with the all required details as to what needs to be completed, the system we currently have is not always ideal. We still need to contact Chairs asking for more information on what they need to be completed. This form will be provided on our web page, sending them to Administrative Assistants, and also to Chairs. If other faculty members request the change, they would need to have a signature from their prospective Chairs in order for the request to be completed by the office. We plan on having this completed by Spring 2021.

Special Educational Programs

Adult Education Program

Director: Robert Freeman

I. Annual summary of activities

A. Enrollment

The Adult Basic Education Program (ABE) enrollment was recorded for the FY 2019-20 for a total of 108 students with twelve or more hours of instruction. The ABE program tracks student's enrollment via the National Reporting System for Adult Education (NRS). The NRS is the accountability system for the Federally funded adult education programs throughout the country.

Student Data 2019-20	
Total count of students with fewer than 12 hours (Table 2A)	13
Total count of students with 12 + hours	108
Total contact hours for students with 12 + hours	7,767
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	78.9
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total in Table 4)	83.3

The ABE participation rates in the HEQ course and ESL course do not follow the general pattern in relation to college educational attainment. The ABE/HEQ courses and programs are specifically designed for those who need assistance with basic skills or who wish to complete a high school diploma or its equivalent.

B. Student Success

The hours of participation are vitally important to the success of ABE students. The Workforce Innovation and Opportunity (WIOA) mandate each ABE program track performance. The ABE programs use a performance standard called the Measurable Skills Gain (MSG). MSG includes three outcomes during a fiscal year: Educational Functioning Level (EFL) completion, High School Equivalency (HSE) credential attainment, and Postsecondary Education or Training.

The ABE program performance for the FY 19-20, there was a 24% graduation rate of students with 12 hours or more. ABE students that obtain 12 hours and more, there was a 74% retention rate. Therefore, students getting 12 hours, or more are engaged in the ABE program and potentially increase the rate for completing an HEQ and continuing to secondary education.

Students' Gain Data	
Average contact hours for students with 12 + hours experiencing level gains	183.17
Count of all HSE graduates with 12 + hours	26

ABE students with 12+ who separated before achieving MSG	36.7
ABE students with MSG's	71

C. Communication

The ABE staff has ongoing weekly meetings and discussions via zoom, email, and telephone. The ABE students are contacted using personal cell and home phones, due to the COVID-19 and regulation directed by the NNMC and the State of New Mexico. The ABE program would like to purchase cell phones for the ABE staff due to the volumes of calls with the ABE students.

D. Team Spirit

Team spirit is about creating a productive and comfortable working and learning environment for a team. It needs to be a continual process, embedded into the team and the organization's culture. Therefore, there needs to be a clear purpose and provide guidance to avoid conflict. Team spirit fosters a positive attitude enabling team members to work well together.

II. Challenges

A. Student Enrollment

The program for several years has depicted steady improvement in the areas of enrollment and graduations. NNMC ABE program has increased enrollment by about 14% from the previous years. NNMC does have the HEP program, which offset the ABE program with students. Consequently, if the students qualify for the HEP program, the students must be referred to the HEP program. Therefore, the student who is assessed well and qualify for HEP is not enrolled. For a less funded program, the ABE program challenge is it gets the most challenging ABE students with a shared enrollment with another ABE program.

B. Student Success

The ABE program has display improvement in student enrollment and program completions. Consequently, in the past fiscal year, the data shows small increases in students and program completion. The information displays that students with 12 plus hours and not achieving an MSG are students with retention issues. ABE program has worked with returning students; thus, the objective is to increase the contact hours and outreach to the absent students. The contact hours are the center of gravity to obtain MSG's. Students with seventy hours and more are likely to complete the program. Students with twelve plus hours and with an MSG are likely to stay with the program. With these added measures, the ABE program would have a sufficient increase throughout the year.

C. Communication

The primary thing that was affected by the pandemic was the platform services. All ABE classes were in traditional classrooms, as well as their assessment test. Almost overnight, the NNMC ABE program went online, which presented a learning curve for the instructors and the students with *barriers*. Unfortunately, the ABE program could not use the online college platform.

Therefore, we use the Google classroom platform, which has continued to work well and will be a continuing part of the ABE program.

D. Team Spirit

Team spirit was a challenge with the unexpected changes demanded by the COVID19. The dramatic transformation of the way business was done presented a challenge to the work format of the team members.

E. Budget requirement to address challenges

The budget for the ABE Department remained near the same amount of \$152,231.00 for the state and \$93,488.00 for the federal of the previous year. The current funding allowed a full-time staff of three administrative members whose primary responsibility to support student's intake process, data input, career development, and other HED requires throughout the year. Additionally, ABE funding supports the professional development of the three part-time instructors and staff.

With additional funding, the ABE program would include a full-time instructor for a Distance-Learning program that covers all subjects. The instructor staffing is a critical aspect of the ABE program.

III. Future Projects

A. Enrollment

The intake process includes an interview that allows the ABE staff to assess incoming students' academic skills and other barriers that could affect ABE students. This helps the ABE program staff determine the students' learning level for placement in the proper class level. The ABE program intake is currently being reorganized to meet the challenges faced in the current environment and future trends.

B. Student Success

Students participate in a Computer Skills class to increase and improve their use and knowledge of computers and technology. On-campus, students have access to a computer lab encouraging computer use and promoting students' access to information. Adult Basic Education classrooms will be equipped with Mondopads to deliver instruction and integrate technology to enhance and support digital learning. The Mondopads can be used to provide distance education and web conferencing. Since April of 2020, classes have been taught online via Zoom and Google classroom, allowing students to adjust their own pace of learning. To provide students with the tools and resources that are needed for online classes, 15 Chromebooks were purchased to be used by students without devices.

C. Communication

ABE program will continue weekly departmental meetings. There will be an additional order of (10) Chromebooks for the students and (2) cellphones for the staff.

D. Team Spirit

Keeping the team informed is the number one objective for team spirit. Additionally, understanding the mission statement, while working for the same goal will boost team spirit morale and develop an effective ABE program.

College Assistance Migrant Program
 Director: Stephanie Vigil-Roybal

I. Annual summary of activities

A. Enrollment

The program continued the process of enrollment as the past reviewer suggested facilitating recruitment and enrollment by enrolling all 30 students in the fall semester instead of the previous practice of double entries in spring and fall. This change was successfully implemented; CAMP enrollment and retention are currently at a record high with a waiting list of students interested in CAMP. However, due to COVID-19 Spring 2020 has impacted the recruitment process due to travel and application processing... also the enrollment completion.

B. Student Success

CAMP Government Performance and Results Act (GPRA) indicators are listed in the table below. Due to COVID-19, this preliminary information was not presented to OME in a Fact Book in July 2020 but will be finalized in an Annual Performance Report submitted to OME in October 2020.

Grant Year	Yearly Budget	Incoming Students		Outgoing Students			CAMP Completers		CAMP Graduates
		Funded to Serve	Total Served	1 st Yr. Completers	Persisters Returning Next Year	Continuing Continuing to Y2	GPRA 1 % of Completers	GPRA 2 % of Completers Continuing to Y2	Total CAMP College Graduates
2016-2017	\$424,989	30	41	25	11	25	83%	100%	4
2017-2018	\$424,959	30	35	26	7	26	62%	100%	10
2018-2019	\$424,879	30	32	27	3	26	87%	100%	17
*2019-2020	\$424,972	30	32	21	5	25	65%	99%	16

The preliminary GPRA outcomes for 2019-20 show NNMC CAMP continued to excel in Fall 2019, but due to COVID-19 in Spring 2020 students withdrew from college due to challenges with sufficient internet, 1:1 learning styles, face-to-face instruction, and additional resources needed for the students, but fell short to their learning and understanding the process. GPRA 2 retention target fell short by 98% due to students who thought would return back to school but choose not to due to all online course instruction. GPRA 1 fell short due to many HEP (7) students who were not academically ready for the rigor college course work. In addition, the project reports that over 99% of faculty submits progress reports for CAMP students, and the Faculty/Staff/Peer mentoring initiative continues to have an 85%-90% success rate for students who've been mentored and have continued their 2nd thru 4th year here at Northern New Mexico College. Total NNMC CAMP Graduates continue to rise as they receive their AA- Associates degree and move toward their BA- Bachelor's Degree.

NNMC CAMP continues to provide individualized Student Success Support Services that address the needs of the students, and by extension, their local communities. Academic/transiting services include advising; study and technology support (study and workspaces with supply caddies, two computer labs, personal laptops, and calculators); tutoring in Math, English, and

Science; Faculty/Staff mentoring [Undergraduate Research Experiences (URE)]; Peer mentoring by CAMP Leaders; and the First-year Experience (FYE) Course. The project design also provides for career placement/planning/advising, including interview attire and coaching assistance; mental health counseling referrals; service leadership opportunities; Year 2+ services and financial assistance to those demonstrating high financial need. Comprehensive financial support includes tuition and fees, books and supplies, participation stipends, and internships. Non-cognitive supports comprise New Student Orientation (NSO); food security assistance (meal cards and CAMP Cupboard); cultural and community events; esteem/team/STEM building activities (e.g., ropes course, balloon fiesta, annual student leadership conference, and painting activities); and success/participation acknowledgments. In addition, CAMP incorporates a Family Track, encouraging family engagement with CAMP students in extracurricular activities that foster “a sense of belonging,” which is an integral element in the research component of the Grant.

In the student Final CAMP survey (conducted May 2020). Students shared they had no difficulty in applying to the program. They enjoyed and appreciated CAMP Orientation as a learning event and indicated that CAMP helped them prepare for transitioning to NNMC. Students knew CAMP was a program that offered them advisement, support, and leadership skills. They saw CAMP staff as respectful and helpful. They reported meeting with student mentors (CAMP Leaders) and seeing staff on a weekly basis. The student mentors, tutors, and staff were available when needed. The students had participated in community service events and monthly student group meetings. Students understood how the progress reports and stipends work in CAMP and felt comfortable asking staff about financial aid, their academic standing, and any individual concerns they might have. The continued CAMP Student Leader Internship Program (SLIP) has been a huge success factor for current CAMP students and for the leaders as students themselves. Each leader is a CAMP alumna still enrolled at NNMC who supports the success of their CAMP student team by leading out in an innovative peer mentoring curriculum and by taking active leadership and support roles in CAMP NSO, NNMC NSO, family meetings, community service leadership projects, and extracurricular activities.

C. Communication

CAMP has handbooks and procedures manuals (works-in-progress) for staff and a Guidebook and weekly announcements sent out via email and posted in the CAMP office for students. Flyers for NNMC and Community events are updated weekly on an easel just outside the CAMP office. Due to COVID-19 updated information in the CAMP office has been slow, due to the minimal footprint on campus. CAMP utilizes a “Remind App.” This tool helps staff communicate via text to the students’ cell phones quickly. It is very effective in communicating with the students; they do respond. Staff communicates internally via regular meetings, email, phone, texting, and Google docs and calendars. Currently due to COVID-19 CAMP communicates with students virtual through Zoom meetings, check-in, monthly advising meetings, and weekly check-in. Our most impressive communication channel update and constructed that addresses all four lines of effort in the strategic direction is CAMP’s Hall of Fame; it communicates, encourages, and celebrates student successes and teamwork, which all have a positive effect on the public relations and future enrollment. In addition to financial opportunities and resources highlighted on the Money Board and in the Info Racks, there are picture boards of Student Leaders, alumni, mentors and mentees, NNMC graduates, and an activity college board for each of the past and current cohorts

in the present grant cycle. The Woo Hoo Board spotlights special achievements and acknowledgments, and the demographic map together with narrative tiles painted by students show the places they call home. Due to COVID-19 updated information on our CAMP's Hall of Fame was delayed from March 2020 to current.

D. Team Spirit

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

CAMP continues to work closely with key NNMC departments focused on student support and success will enable the project to continue to make strides in helping students complete their first year in college and transition smoothly into their second year: advising, behavioral health services, financial aid, admissions, accessibility, testing, registrar, writing and math centers, faculty, co-curricular assessment team, writing center, math center, Madrid Tutoring Center and HEP. In addition, productive and actionable meetings will continue with CAMP Staff, Community Partners, and the CAMP Advisory Board Committee. CAMP continues to participate in NNMC activities: i.e., Student Life, Sostenga Farm, Madrid Tutor Center, and the Beautification Campaign.

II. Challenges

A. Enrollment

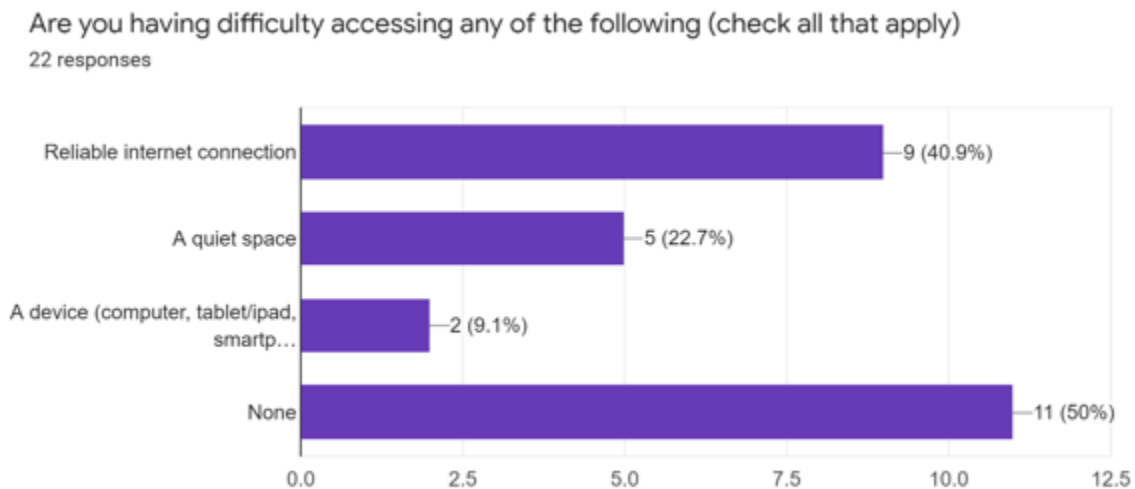
CAMP Recruiter/Adviser has requested multiple times for IT to add a CAMP indicator on Banner 9 Spaiden Screen, this action would help admissions identify students who indicated farm work on the NNMC paper and web application for admissions. This would allow CAMP Recruiter to request reports and identify students who could be potential CAMP applicants, this would boost CAMP Recruitment. (This request has yet to be addressed in two years). Also, there were two major challenges to enrollment this fourth year; one has implications for the fourth year that overlap Enrollment, Success, and Team Spirit categories. The Advisor and Office Assistant left the program in June 2019 and December 2019. This absence was unfavorable because the advisor and Office Assistance is vital to the program with the responsibility of advising, assessing, registering students in classes for each semester, and keeping students on track with their studies, welcoming students to the program, assisting in minor tutoring, and listen to students' stories. A friend but a professional that serves as the mentor in guiding them with career opportunities once they received their degree.

During CAMP's past assessments of the 2017-18 GPRA 1 decline due to students who transitioned into CAMP from HEP did not complete the first year of college due to their academic and programmatic underperformances, though extensive support services were provided. Both the

College and CAMP acknowledge that this admission policy failed to achieve the desired outcomes; it has since been revoked. In 2018-2019 GPR 1 increased. Two key points of the plan were an increase in supportive services, that was anticipated to raise GPRA 1 to an 87% completion rate for the third programmatic period, and changes in recruitment and enrollment policies for the fourth programmatic period 2019-2020 that include assessment of both academic and programmatic readiness. In addition, due to COVID-19 our services of assessment were provided, but accommodation for specific student needs of resources was challenged by no physical one-on-one in-person interaction was taken. Students were uncomfortable with the new norms and some were not able to follow through with their all online course work. So in 2019-2020 GPR 1 declined during the spring 2020 semester.

B. Student Success

While both the project and NNMC offer comprehensive student orientations at the beginning of each semester, the transition for students still seems to be difficult, as shown by the withdraw of students from the project and NNMC. Students reported minor struggles with advising as they transition into NNMC for the correct coursework for their first year of studies. Currently, the grant is using the Institution of Higher Education (IHE) available resources to their advantage to have a smoother transition for students, along with Group Team monthly meeting: CAMP, Northern Advising, Admission, Financial Aid, Testing, and Recruitment. Due to COVID-19 challenges occurred with technology and resources for students to complete their classes.



Personal, family, and work problems and situations have presented barriers and challenges to completing education commitments for many students. CAMP continues to be hopeful as the program implements services of the Behavioral Health Counseling with Mr. Adam Baca at the NNMC Campus. Students have successfully completed informal check-ins with Mr. Baca and it has shown to be helpful to students and other resources he shares with them.

C. Communication

Due to short-staffing in the business office, there were communication challenges in the submission process—which form goes to which individual who completes which task in processing documents and required forms within specified time frames: purchase requests, outstate travel/instate travel requests/approvals, invoices that need to be paid, purchase orders, in-house requests (Bookstore), etc. This situation appears to have been rectified. Before COVID-19 our intentions to develop a semester newsletter to distribute to partners, community, and the NNMC campus have not been realized due to the CAMP staff shortage at the beginning of the year and a maxed out project load due to the design and implementation of two new initiatives this year (SLIP and ABC). We fell short in following through with this project. In the hope to return to campus in Spring 2021, we will revisit the idea of a newsletter that would help to promote enrollment by showcasing the achievements and interests of CAMP staff and students, and it would be a platform for CAMP to express appreciation to the many agencies who help us to be successful. Our main focus for 2020-2021 is GPR 1.

D. Team Spirit

The resignation of the program's academic advisor in June 2019 presented challenges to the program on multiple levels. Academic advisement is a vital aspect of student success and is a core position on the CAMP Team; concerns regarding continuity and quality of service and disruption in CAMP staff dynamics and teamwork were significant. Fortunately, the highly experienced and capable part-time CAMP recruiter has since taken on the role of full-time Advisor/Recruiter. The CAMP application has been streamlined to facilitate the student selection process, and student interns have been employed to support advising and recruitment services to balance time and effort demands on the Advisor/Recruiter. Also, the resignation of the CAMP Office Assistant/English tutor in December 2019 has presented challenges to the program in many ways too. In 2019-2020 we have hired two student interns who are CAMP Alumni, Leaders, Northern Students, and now employed by the program in advising and recruitment. These two students know the program well. They are positive role models and mentors to new CAMP students but also they have been given the opportunity to be employed by the program.

III. Future Projects

A. Enrollment

The plans for writing the new CAMP Grant. Currently in the process of writing with approved Grant Writer Dr. Beatriz Beccerra-Barrckholtz. The new CAMP grant proposal is due sometime in January 2021. Due to COVID-19, our enrollment plans for the future are to continue to strengthen collaborative community relationships and strengthen our relationships with the CAMP Advisory Board Committee members. The Advisory Board is slated to meet quarterly via zoom to discuss recruitment strategies and target areas as well as approaches to better serve and advocate for CAMP students throughout their first year at college. CAMP will continue to present the mentoring initiative to the committee to see if they are interested in mentoring one or two CAMP students.

CAMP will recruit some of the students who were placed on a waitlist, these students will be picked up in the spring to ensure that we meet our enrollment of 30 students for the fiscal year.

CAMP Recruitment is ongoing the CAMP recruiter is in the process of recruiting students for Fall 2021 with hopes of CAMP having continued funding with a new grant cycle. All correspondence going out to the high school counselors will indicate this, these flyers will also be sent to our community partners and our Tribal Education Liaisons. CAMP Recruitment is currently completing all CAMP student files for the 2020-2001 fiscal year. CAMP Advisement meeting will begin the week of September 8, 2020. The single enrollment relieved mid-year staff stress of double recruitment/enrollment processes, enhanced feelings of the community for students and staff, and facilitated semester transitions. Serious feasibility consideration will be given to the program reviewer's recommendation for capping enrollment at 25 for the next grant cycle. CAMP staff attended a meeting in Las Cruces on September 20, 2019, with the new Migrant Education Programs Representative for identification, distribution, and recruitment training.

B. Student Success

A future community project will be Big Brother & Big Sisters. During COVID-19 we will collaborate with this program to have virtual mentoring via zoom with school-age youth. CAMP students will be paired up with a student youth from BB&BS through a process and CAMP students will support young youth in the community; the focus is education. In addition continuation and expansion plans are projected for the new Student Success Supports Projects started this year: Student Leader Internship Program, Advisory Board Committee, CAMP Cupboard, and Closet; and for CAMP Community Service Collaborative Projects: Community Garden Collaboration w/Sostenga Farm, Los Alamos National Laboratory, Espanola Public Schools, Espanola Chamber of Commerce, City of Espanola, Rio Arriba County, Community Businesses, HELP New Mexico, New Mexico Dept. of Workforce Solutions, and NNMC's Community. Additional workshops are planned to cover time management for college students, adjustment issues of first-year students, and available college and community services beyond year one at NNMC.

C. Communication

Currently, we have implemented student online evaluations of monthly meeting content, student ideas on programming, and student satisfaction. Students have communicated they would like to have more say and play a more active role in helping plan speaker series and student events. Further discussion and planning are on the agenda regarding Student Leader recommendations for increasing engagement activities, making mentor meetings, and the FYE course more meaningful to the needs of first-generation college students who are seasonal farmworkers, and increasing buy-in from CAMP students by issuing prior announcements of upcoming monthly speakers. CAMP follow-up with contact efforts for non-completers and completers no longer in school. Stephanie Montoya, NNMC Media and Marketing Representative, has reached out to us and offered help developing a CAMP newsletter for widespread distribution.

D. Team Spirit

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

Collaborative efforts with the NNMC Behavioral Health Counselor have resulted in the implementation of two check-in sessions per semester for CAMP students and an introductory workshop at CAMP New Student Orientation, August 2019. We have accommodated the counselor closer to the CAMP Office in the Student Support Service Area and it has made it easier for CAMP students to access services. During COVID-19 students have followed through and made informal check-in appointments via email and followed through with a phone call with Mr. Adam or via zoom. CAMP will continue to follow through with its new CAMP Student Leader Internship Program with plans to employ the two returning Leaders as Student Leader Coordinators (SLCs) to provide direction and guidance to the new Student Leaders and their teams. NOTE: The SLCs will have teams of their own and assist in recruitment efforts as well.

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

Connecting Academics with Student Success and Achievement (CASSA)

Director: Kristy L. Alton

I. Annual summary of activities

A. Enrollment

The role of the Title V CASSA Outreach Coordinator/Academic Advisor (OCAA) is to increase outreach and enrollment. Her focus is primarily on Santa Fe area high school students and Santa Fe Community College students and graduates. Until July 2020, the OCAA was housed at the Santa Fe Higher Education Center. The OCAA met two of the three first-year project objectives as follows:

- 1) Add three Santa Fe high schools to the list of Northern's schools with outreach agreements. (Met)
- 2) Hold four outreach activities that will reach 100 or more SFCC and Santa Fe high school students. (Met)
- 3) Increase the number of Hispanic and low-income student transfers from two-year to four-year degree programs by 25 students or more. (Not Met)

Additionally, the OCAA has made encouraging progress on year two goals. The OCAA held or attended 19 outreach workshops for Santa Fe area students. She attempted or made contact with approximately 600 Santa Fe area students. She also spearheaded work between SFCC and NNMC to create an articulation agreement for the Early Childhood Education program. According to reports from IR, there were six transfer students from SFCC in the Spring 2020 term and 18 for the Fall 2020 term.

B. Student Success

Student Support Services:

A number of student support services have been written into the Title V CASSA Project. Included in these support services is peer-led team learning (PLTL), also known as embedded tutoring, and Peer Tutors. During the 19-20 Academic Year Title V CASSA Project employed seven PLTL's and six Peer Tutors offering academic support in the areas of Business, Engineering, Math, Science, and Film. As a direct result of our COVID-19 remote work and online schooling status for the second half of the Spring 2020 semester, all peer tutoring services were offered online via the Madrid Center Zoom Room.

In the 19-20 Academic Year, Peer Advisors were added to the student support services offered through the Title V CASSA Project. Peer Advisors work within the department to help students schedule and prepare for advising sessions, offer peer-level advice, and reach out to students with Early Alerts. Peer Advisors were provided for BCES, Teacher Education, and Humanities & Social Sciences. The number of Peer Advisors will expand for the 20-21 Academic Year and will work with the departments of Language & Letters and Engineering & Technology. All embedded tutors, peer tutors, and peer advisors took online and/or in-person training during this reporting period to increase their tutor and mentoring skills.

Behavioral Health Counselor: Through the CASSA Project, Behavioral Health Counseling services are available free of charge to all NNMC students two and a half days per week (schedule is modified to meet student needs due to COVID-19 related remote working). In the 19-20 Academic Year the Behavioral Health Counselor conducted individual counseling sessions, made presentations to College and Career Readiness, Adult Basic Education classes, and to CAMP regarding his services, local area services, and included a discussion on mental health issues as well as stress reduction and grounding techniques. He regularly met with CAMP students for individual sessions. Additionally, he attended on-campus events such as Active Minds and Student Senate sponsored activities. The Behavioral Health Counselor is also a member of the CARE Team and the Opioid Panel.

Degree Works: The Degree Audit Analyst (DAA) has successfully scribed all academic years from 2016- 2020 into the Degree Works platform. She has created training videos that are on the NNMC website as well as conducting training for all academic chairs and advisors. The Degree Works platform was successfully updated to the most current version this academic year. The Degree Works platform is now fully accessible to faculty and students. The DAA is currently working on Student Education Plan templates for the academic year 2020-2021.

Professional Development for Faculty: An important professional development endeavor for the CASSA Project during the 19-20 Academic Year was to financially assist faculty members in pursuing the requirements to teach online courses as determined by the NNMC Distance Education Department. This was done through a tuition reimbursement program. Title V CASSA offered tuition reimbursement to faculty that took CNM's TLOL (Teaching and Learning Online) 1010 "Introduction to Teaching and Learning Online" and 1015 "Online Curriculum Design and Instruction" courses and Quality Matters TOC (Teaching Online Certification) courses. To date, 17 faculty have taken one or both CNM courses and two faculty have begun the Quality Matters TOC.

C. Communication

Communication within the Title V CASSA staff takes place via email, phone calls, and bi-monthly staff meetings. Communication with the wider college faculty and staff happens via email, phone, email broadcasts, and attending meetings to include ACD, SEM Team, department, and activity-specific.

Title V CASSA Project staff submit a monthly Time and Effort/Activity report via Google Forms to account for monthly activities and set goals for the upcoming month. Due to COVID-19 remote working status, all Title V CASSA Project staff submit weekly accountability reports to the Project Director.

The Title V CASSA Peer Tutoring Services at the Madrid Center now have a web page available on the NNMC website with contact information, hours of availability, a calendar, and a Zoom link.

D. Team Spirit

Through the Title V CASSA Project funds, 13 digital tablets, 10 document cameras, and 13 Lenovo laptops were purchased and loaned out to faculty to help with remote instruction during the fall 2020 semester.

Title V CASSA continues to fund Northern's Zoom license agreement. This platform has been critical to Northern's online presence since the COVID-19 campus restrictions began in March 2020.

II. Challenges

A. Enrollment

The COVID-19 pandemic and subsequent social distancing and remote working requirements have made it difficult for the OCAA to hold outreach activities. Because of severe budget cuts at the state level also related to the COVID-19 pandemic Northern no longer has a presence at the Santa Fe Higher Education Center. All of the OCAA's working will be done remotely for the foreseeable future.

B. Student Success

Student Support Services: As of March 15, 2020, all College operations were moved to remote working status. This created some confusion and miscommunication with student employees. As a result, two projects (Course Matrix and Program Matrix) students were working on took an additional two months to complete.

Degree Works: The Degree Works upgrade took five months longer to complete due to schedule and priority conflicts as well as a breakdown in communication between departments.

Professional Development: Ten memberships were purchased from Academic Impressions for online professional development. The memberships were given to Deans and Chairs with the expectation that they would use it as a tool to improve instruction within their departments. Academic Impressions serves higher education institutions through conferences, webcasts, publications, and membership. Their topics range from student success and retention, to faculty support and development, from alumni and donor support to leadership development. To date, only four of the ten memberships have been used. It is likely that we will not renew our membership next year.

As a result of COVID-19, it was determined that Northern faculty would not participate in the ESCALA summer professional development training. Instead, more importance was placed on getting faculty trained to teach online. Therefore, in place of the ESCALA training, more faculty were accepted into the Title V CASSA teaching online credentialing tuition reimbursement program.

C. Communication

Challenges with communication due to physical distance, work overload, and no sense of urgency continue to be a problem. The OCAA is located in Santa Fe and this distance continues to cause

a challenge when communicating with Northern faculty and staff. Additionally, in general, when communicating with Northern faculty and staff, emails and phone calls are not immediately returned which may be due to staff and faculty being overloaded with responsibilities or not having a sense of urgency to get back to their colleagues. Our remote working status since mid-March has made communication even more difficult.

D. Team Spirit

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

III. Future Projects

A. Enrollment

The OCAA will continue to work toward year two project objectives. She will also begin creating relationships with other New Mexico community colleges as we start to expand our outreach efforts.

B. Student Success

Supporting Course Design: The Title V CASSA Project Instructional Designer (ID) was hired in July 2020. This position has already and will continue to play a key role in making our online courses effective and student-friendly. The ID will work with faculty to redesign courses including those with high failure rates.

Student Support Services: In response to the COVID-19 pandemic and all Fall 2020 courses being offered online, Title V CASSA Project has created a new student support service, Peer Mentors. The Peer Mentors will be embedded in the FYEX courses and will offer support and resources to FTACs in an effort to help them successfully complete the term.

Professional Development: Continue to provide opportunities for faculty to grow in their practice through online and in-person professional development events such as ESCALA's December events and Tuition Reimbursement program. The ID will create training opportunities for faculty to improve their online instruction.

C. Communication

Use social media platforms to advertise Title V CASSA student support services to the greater student population.

D. Team Spirit

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

Continuing Education
Director: Cecilia Romero

I. Annual Activities Summary

A. Enrollment

There was an increase in the department of woodworking, weaving, retablos, bultos, four harness, and online classes. We continue to participate in Ed2Go, Mind Edge, and Career Step. We recruited in the surrounding area high schools such as: Espanola Valley High, Pojoaque, Mesa Vista, McCurdy, Los Alamos, Dulce, and Taos. We participated in the New Mexico Job Fair and regularly participated in various public recruitment activities with NM Work-force Connections. Enrollment with the DET program is stable at an average of 11 to 24 LANL employees per class. Credit / No Credit policies are being implemented, giving LANL employees the option of declaring a major and receiving college credit towards a certificate or degree offered by NNMC.

B. Student Success

Some students have earned a respected position in the Spanish Market for their various art pieces. The department has developed policies that will limit the acceptance of donated equipment to ensure the equipment is viable and beneficial for instruction. Much of the used equipment is taking up space and not being utilized, since newer and better equipment has been purchased. DET employees have achieved a certificate in Continuing Education Blueprint Reading and Mathematics for Technicians. LANL supervisors have assigned hands-on Blueprinting related projects to their employees that correspond with the teachings of the course. This confirms that LANL employees are being taught aspects related to the nature of their jobs.

C. Communication

Department will continue to hold regular monthly meetings with Continuing Education Instructors and LANL staff/instructors weekly. College-wide announcements through email, Facebook, local radio stations (KDCE), and via phone. Flyers are created and distributed throughout the community and local businesses. Staff maintains regular office hours and communicates those office hours effectively.

D. Team Spirit

The Continuing Education department participates in college-wide meetings/committees and college-wide activities. Our department participates in early registration to avoid an overload of students all at once. Continuing Education faculty regularly supports or hosts college and community events. This requires on-going support of effective communication with all departments, and program college-wide in any given year.

Regular and consistent efforts to appreciate and thank faculty and staff members for their accomplishments and hard work will be continued. Our team spirit with DET is a group of people who really feel vested in reaching a goal with Northern New Mexico College and we are all there to support each other. Continuing Education staff has recently decided to award instructors

involved with the LANL/DET project, with a Certificate of Completion award giving instructors their own sense of accomplishment.

II. Challenges

A. Enrollment

The Continuing Education department continues to work diligently to address the unique challenges of significantly smaller numbers of program offerings of this year. In the Spring of 2020 the challenges, we were faced with were ensuring DET instructors. An example of this was the replacement of a Blueprint instructor. The search committee was challenged with finding a suitable individual for the DET Program Coordinator position.

B. Student Success

The Continuing Education department continues to be challenged by limited facility resources. If the current growth continues Continuing Education will likely require the addition of one more full-time faculty to adaptively provide for student support and DET needs. LANL employees are permitted to utilize authorized platforms both as employees and as students. For security reasons, the platform Zoom is not permitted by LANL. CE plans to correct this by potentially purchasing a software platform known as WebEx, which is LANL approved. WebEx will allow LANL staff/employees to communicate with CE instructors/staff. A platform highly recommended by NNMC Distance Education staff, known as Genius was utilized this year. Genius went live in March 2020 and some LANL employees did have issues accessing the platform. LANL staff also experienced obstacles with the Genius platform, an example of this would be the development of Certificates of Completion for LANL employees. A strategic plan to cure this would be for Distance Education to develop a general audio/video training module that is accessible to both NNMC staff, faculty, and students, as well as LANL/DET staff and employees. This audio/video training module should cover every aspect of the Genius platform. For students, aspects of signing in/out, locating assignments, submitting assignments, how to contact an instructor, are just some topics that should be included on this training module. For instructors and staff, aspects of signing in/out, posting assignments, posting grades, how to create certificates, how to generate reports, again, just some of what these audio/video training modules should include.

C. Communication

Continuing Education continues to be challenged in maintaining accurate communication with students making their payments directly with the cashier. I seek to remedy this by including our Continuing Education/DET classes on the Genius software, which will collect and maintain student contact lists for individual classes. Continuing Education/DET will continue to hold monthly/weekly meetings for instructors and regularly communicate college-wide announcements through email. When hiring new faculty for Continuing Education, contractual agreements were required for Course Development, Course Instruction, and Assessment Costs.

One challenge that we were faced with was contracts were not being processed in a timely manner by Human Resources. Also, Continuing Education staff were expected to and given the responsibility of, delivering and collecting new hire documents such as I-9, Direct Deposit, and

FERPA forms, on behalf of NNMC Human Resources. To alleviate this, it is the intention of CE to meet with Human Resources to reiterate what each employees' roles and responsibilities are. CE also plans to develop a schedule each semester regarding when contracts must be signed and submitted to Human Resources. This will ensure faculty are paid for their development, instruction, and other costs in a timely manner.

D. Team Spirit

Continuing Education/DET department(s) seeks to serve the college and community at large by creating a spirit of cooperation and support for special events. We will continue to improve collaboration and communication with facilities/security needed to effectively support this objective.

E. Budget Requirements

Based on our current growth the CE department anticipates the need for at least one FT DET position. We are also anticipating the need for expansion of space equipment in 2021.

III. Future Projects

Enrollment, Student Success, Communication, and Team Spirit

The department of Continuing Education/DET will continue to administer the grant and funding source they currently hold with LANL which will increase enrollment in the department. CE will continue to pursue opportunities within the community and with future partnerships by expanding our online offerings. Outreach events can demonstrate to area schools exciting potential events while attending Northern. A plan to foster positive communication between CE/DET instructors, staff, students, and administration will be implemented. The plan will communicate formal and informal virtual gatherings to share information. Team spirit will be compiled of a virtual advertisement on social media platforms. Genius video training should be developed, and additional broader trainings need to be built and offered. This training should be compiled and stored in a software training library that all students, staff, and faculty (including contractors such as LANL employees/staff,) can access at their leisure.

High School Equivalency Program
Director: Shari Jobe

I. Annual summary of activities

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

A. Enrollment

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

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

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

- 74.2% word-of-mouth (family/friend/alumni)
- 9.1% walk-ins
- 7.7% flyers and events
 - 300 flyers disseminated
 - 200 brochures disseminated
- 5.3% Advertisements
- 1.9% HEP Facebook Page
- 1.8% Community Partner Referrals

Student Exit Evaluation Results:

- Please rate the quality of our customer service when you first came into the HEP office: 100% Excellent
- Please rate the quality of the enrollment and admissions process: 97.62% Excellent and 2.38% Good
- Information and supplies provided at Orientation were helpful: 97.62% Strongly Agree and 2.38% Agree
- How likely are you to recommend the NNMC HEP program to others? 97.62% Absolutely recommend and 2.38% Very Likely

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

B. Student Success

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

Explanation of Progress:

- 100% of enrolled students received educational resources, supplies & materials;
- 100% of enrolled students received financial resources to complete the program;
- 55% of enrolled students successfully attained their HSE;
- 8 sessions (terms) were delivered during the FY;
- Classes consisted of reading, writing, social studies, science, and math as well as College & Career and STEM collaborative workshops.

Student Exit Evaluation Results:

- Please rate the quality of class scheduling: 95.24% Excellent and 4.76% Above Average;
- Please rate the quality of classroom instruction: 92.86% Excellent and 7.14% Above Average;
- Please rate the quality of program events and workshops: 100% Excellent;
- Did faculty and staff provide you with the tools (materials, skills, and techniques) that were useful in obtaining your HSE? 95.24% Strongly Agree and 4.76% Agree.

Performance Measures were not met with 61 students receiving HEP instructional and support services and 42 (or 55% GPRA 1) receiving an HSE. Due to the COVID 19 pandemic, NNMC campus closed, testing center closed and all classes moved to an online format on March 17, 2020.

NNMC HEP did not meet the national HSE attainment or our grant performance goal, but we surpassed the HiSET New Mexico pass rate.

- National Target = 69%
- NNMC 2015-2020 Grant Performance Goal = 75%
- NNMC HSE 2018-2019 Attainment = 55%

Note: HiSET 2018 Annual Statistical Report – New Mexico’s pass rate was 50.3%.

C. Communication & D. Team Spirit

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

Explanation of Progress:

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

Student Exit Evaluation Results:

- Please rate the quality of transition class: 95.24% Very Helpful and 4.76% Helpful
- Please rate the transition services you received: 90.48% Excellent and 9.52% Good

- How satisfied were you with the support you received from staff and faculty in transitioning to college, workforce, or the military? 97.62 Very Satisfied and 2.38% Satisfied.

Event Tracker:

- Students and their family members were invited to attend 8 cultural, social, and team building events

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

Project Goal 4. Workforce and Post-Secondary Opportunities.

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

Event Tracker:

- Students and their family members were invited to attend:
 - 10 educational events
 - 6 STEM events

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

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

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

Data:

- 25 students enrolled in post-secondary education (23 enrolled at NNMC)
- 1 enrolled in a training program
- 15 upgraded employment

Scholarships:

- 13 students received the Daniel's Scholarship (average was \$2,024.00 each)
- 16 HEP Alumni received a Foundation Scholarship
- 1 student received the National HEP/CAMP Scholarship (\$1,500)
- 9 students completed CAMP 2019 and 2 were enrolled in CAMP Spring 2020

Performance Measures were met with 98%* of HSE attainers transitioning to postsecondary education/training, enlisting in the military, or obtaining gainful employment. We exceeded the national target of 80%.

II. Challenges

A. Enrollment

Due to the Covid-19 outbreak and the state of emergency declared by Governor Lujan Grisham, NNMC campus closed and Fall 20 classes moved to an online format March 17, 2020, at the beginning of our 2nd of 4 SP 20 terms. The sharp decline in enrollment was attributed to the following challenges:

- Students wanted in person instead of online classes;
- No internet service where they lived;
- Due to campus closure, we did not have any walk-in's;
- Testing Center was closed, so students did not want to enroll if they could not attain their HSE;
- Delivery of student supplies;
- Moving application, verifications, intake assessments, instruction, pre and post-testing, and transition online.

B. Student Success

Scholarships: HEP would like to be included in any discussions with regard to financial assistance and/or scholarship information that would help students pay for post-secondary, especially undocumented students.

C. Communication

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

D. Team Spirit

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

Another challenge was the issues with iSolved, so salaries were not being posted and were not available in Banner. This creates problems with budget planning. Similarly, there is a lot of layers for budget approval from compliance to final approval.

III. Future Projects

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

A. Enrollment

- Student videos advertising HEP;
- Use of virtual at home HSE exam through a proctor for those that are “fast track”;
- Laptop loans and Jetpacks for online classes;

B. Student Success

- Purchase books for students to use at home for online classes;
- Virtual STEM activities as well as College & Career workshops.

C. Communication

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

D. Team Spirit

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

Upward Bound
Director: Tobe Bott-Lyons

I. Annual summary of activities

A. Enrollment

With the assistance of the counselors and other staff at EVHS, the UB Program maintained enrollment well above the minimum of 60 participants required by the grant. Through the program's efforts, the program participates in a number of activities at the local high school that supports our enrollment such as Parent/Teacher Days, Senior Nights, etc... We have worked closely with the Dual Credit Coordinator and many of the academic departments to enroll a large number of students in Dual Credit courses. While this number changes every semester, we average about 30 students taking dual credit courses every semester with an average of 6 credit hours per semester.

There were only 18 graduating seniors enrolled in the UB program this year, and the majority of these students are attending college. Two of these graduates also graduated from Northern with their AA in Liberal Arts.

B. Student Success

Afterschool Academic Year Services:

Upward Bound established after-school tutoring for UB students at EVHS which was available Monday through Thursday from 3 to 6 until the campus closures. We have continued to offer services virtually through Zoom and other methods. UB played an instrumental role in helping many students complete their college and high school coursework in March through May 2020 during the COVID closures. For 2020-21, we plan to continue to adapt to changing circumstances.

Saturday and Summer Academies:

In the summer of 2020, 38 students participated in our Virtual Summer Academy that included dual credit courses, an English Bootcamp for rising Juniors, an Adventures @ Home series of hands-on workshops for 9 and 10th graders, a rising Senior Work Study project with 7 students, and multiple advisory sessions.

Enrichment + Leadership Activities:

UB offers a number of leadership and cultural enrichment activities. In 2019-2020, these included a two-day experiential learning course with the Santa Fe Mountain Center, two overnight camping trips, the TRIO Day in Santa Fe (which NNMC UB staff helped to organize and facilitate), sponsorship of the Service + Leadership club at EVHS, Davis Case Studies, and a 5 day Senior Trip to California.

Dual Credit:

As mentioned above, many of our students are taking multiple dual credit courses. In the Spring of 2020, five UB students made the NNMC Dean's List and two graduated with Associate's Degrees.

C. Communication

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

D. Team Spirit

Upward Bound actively participates in activities within four communities the New Mexico TRIO Association, the Davis New Mexico Scholarship Network, Espanola Valley High School, and Northern.

With NM TRIO, the program helps support professional development and government relations for TRIO programs around the state. NNMC UB staff have been active participants in the state association and related conferences and regional meetings. This year, we attended SWASAP in Austin, NM TRIO Day in Santa Fe, and were planning on TRIO NM meeting which was cancelled due to COVID.

With the Davis New Mexico Scholarship Network, staff and students participate in a number of activities and professional networking opportunities. At EVHS, UB has become an active presence and partner on campus. The program maintained positive relationships and partnerships with administrators, teachers, and counselors.

Finally, UB strives to participate and contribute to the NNMC community through active participation in many activities including the Northern EXPO, New Student Orientations, hiring committees, the Serving Marginalized Students meetings over the Summer, occasional participation in CARE Team, and other campus services.

II. Challenges

A. Enrollment

The program was able to meet its enrollment target for this year. The major challenge was making sure that the candidates were highly screened and fully understood the benefits and responsibilities of program enrollment. For the coming year, UB will need to recruit 20 students which will be a challenge due to school and campus closures.

Among graduating seniors, college enrollment and admissions decisions were a major challenge. Out of 19 seniors: 1 did not graduate on-time due to personal issues during the winter; 12 are attending a range of colleges in and out of the state, and 6 postponed their college plans until in-person classes at NNMC are an option.

B. Student Success

COVID posed the biggest challenge to this. While we are awaiting final transcripts for our students for concrete numbers, there were many students who did not successfully complete at least one

class in the Spring of 2020. We are actively working to help students get back on track, but the pandemic (and associated challenges) was a major challenge.

C. Communication

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

D. Team Spirit

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

III. Future Projects

A. Enrollment

The program hopes to enroll 20 additional 9/10th graders in AY 20-21. Additionally, we hope to retain the majority of our current participants through these challenging times. There are also approximately 6 students who graduated and who will need assistance enrolling in college in the future.

B. Student Success

For the Fall, many of the program activities have been modified to meet the challenges of campus closures at both NNMC and EVHS. The program will continue to be innovative and adaptive in serving students and meeting the requirements of the grant.

C. Communication

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

This year, the program hopes to begin putting together a newsletter for the community highlighting program activities and student success stories. Hopefully, this will be a student-driven project.

D. Team Spirit

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