Quality Highlights Report
NORTHERN New Mexico College

Presented to the Higher Learning Commission
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Academic Quality Improvement Program
The Higher Learning Commission NCA

NORTHERN New Mexico College

CQR Quality Highlights Report

Introduction

In 1909, before New Mexico was declared a state, the Spanish American Normal School was established in El Rito, New Mexico to provide educational opportunities to the region. Over the next 107 years, our transition as an educational institution has included being a high school, a technical vocational school, a community college, to our current status as a four-year accredited college. Over the years, our mission has always been to serve the educational needs of our cultural, economic, and diverse population. Although we face many challenges, such as budget cuts, financial constraints, declining enrollments and state and federal regulations, Northern New Mexico College (NNMC) is strongly committed to and striving for educational performance excellence. We strongly believe the following dialogue will show evidence of executive leadership, and staff and faculty dedication to continuous quality improvement, compliance with state and federal regulations and most importantly, achievement of college-wide Student Learning Outcomes (SLOs).

Section 1: Special Circumstances

Our 'Journey' started when NNMC embraced the Academic Quality Improvement Project (AQIP) in 2002, and has since evolved from a two-year to a four-year degree-granting institution. We have attended four Strategy Forums, initiated 24 Action Projects and made significant improvements based upon feedback from three Systems Portfolio Appraisals (2005, 2009 and 2013). Like many other colleges, we have felt the impact and slow recovery of the current economy. Despite the challenges, we remain committed to our Mission, Vision and Values.

NNMC has applied for and received various academic program accreditations. The RN to BSN program received accreditation by the Commission on Collegiate Nursing Education (CCNE) for the baccalaureate degree nursing program; the BEng in Information Engineering Technology program achieved accreditation by the Accreditation Board for Engineering and Technology (ABET) ; and the Business Administration programs (AA and BBA) received accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). In addition, the Associate Degree Nursing program has achieved Candidacy Status with the Accreditation Commission for Education in Nursing (ACEN), the first step in applying for initial nursing program accreditation. The ADN program will host an initial accreditation site visit with the ACEN within the next 2 years.

The College of Education conducted a self-study in preparation for applying for the following academic program accreditation: The National Council for Accreditation of Teacher Education (NCATE). The College of Education has been approved by the State's division of NCATE and has a planned visit in the spring of 2016 to review the B.A. degree program in Elementary Education K-8 and the Alternative Licensure programs in Elementary K-8th grade, Secondary 7-12th grade, and Special Education K-12 grade.

As the academic colleges work diligently towards accreditation, NNMC has taken the opportunity to align programmatic requirements to AQIP. During these processes of improvement within the academic areas, the College performed an inventory of institutional policy that informed the development of additional policies, assessments, and improvement plans regarding quality teaching and student success. We have also initiated improved budgetary planning, new assessment forums, further professional development opportunities, and other strategic planning efforts.

NNMC is continuously developing plans to cultivate and improve institutional quality in alignment with AQIP standards, as evidenced in the development of our Strategic Visioning Plan, Strategic Priorities, AQIP Action Projects, Academic Plan, Recruitment Plan, Strategic Enrollment Management, Student Services Strategic Plan, the Strategic Plan for the Academic Division, and Strategic Plan for Assessment and Accreditation. A number of core assets help us achieve our goals, including our dedicated and motivated faculty, staff, students, and administrators, strong community-based partnerships and our rich resources in regional language, culture and history. NNMC's location, culture, and environment consist of and attract diverse populations. Our internal expertise is conducive to providing leadership and facilitating partnerships with regional and state organizations. Furthermore, NNMC is fortunate to have advocates in the state legislature who support higher education and help us attain our mission to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

Section 2: Actions that capitalized on Systems Appraisal feedback along with progress on any Strategic Challenges.

In preparation for the upcoming Higher Learning Commission (HLC) Comprehensive Quality Review (CQR) visit in April 2016, the College's AQIP committee assigned nine category teams and champions to review and revise the 2013 System Portfolio. Category teams updated each section, responding to feedback and recommendations made by the reviewers. The updated Systems Portfolio was posted on June 1, 2015 and is accessible on the College's website (see link).

System Portfolio Category	Feedback and Recommendation provided in 2013 Systems Appraisal	NNMC Actions and Progress identified in the new 2015 Systems Portfolio
Category 1: Student Learning	*Clarify processes and provide more evidence of outcomes*	NNMC described how 4 college-wide Student Learning Outcomes (SLOs) were identified and adopted. An electronic rubric for data collection was developed after phase II. Each program in each college must identify at least one course to assess at least one of the 4 SLOs. Information has been collected for Fall 2014, Spring 2015 and Fall 2015. The curriculum committee reviewed and revised all associate and baccalaureate programs so that credit hour requirements were as close as possible to 60 and 120 credit hours, respectively. This was part of a statewide initiative. The portfolio also discusses and describes the progress made by programs towards program accreditation.
Category 2: Other Distinctive Objectives	*Clarify processes and provided more evidence of outcomes.*	Expanded responses to questions in order to provide clearer answers. Provided additional longitudinal data pertaining to Athletics and the NNMC Foundation. Provided an explanation regarding decline in El Rito campus enrollment and decision to relocate all "credit" courses and programs to Espanola campus.

System Portfolio Category	Feedback and Recommendation provided in 2013 Systems Appraisal	NNMC Actions and Progress identified in the new 2015 Systems Portfolio
Category 3: Understanding Student and Stakeholder Needs	*Provide more longitudinal data related to demonstrating improvement.*	Provided additional longitudinal data and added/updated new programs that serve students and stakeholders. Provided new detailed information about improved student support efforts for retention and graduation. Recent data indicates an improvement (fall to spring) from 68.5% to 81% for retention and 15% to 19% for graduation. Updated and provided additional information regarding new or improved student services. Ensured that more detail and information was provided to better demonstrate how results and analysis are used to respond to changing need**s.**
Category 4: Valuing People	*Clarify processes and provide better evidence of valuing people.*	Provided more longitudinal data regarding professional development and employee satisfaction. Identified and made detailed references directly to the existing policies related to valuing people.
Category 5: Leading and Communicating	*Provide clarification of college committee structures and decision making processes*	Provided more detail regarding committee structures. Updated charts to demonstrate more longitudinal data. Updated tables to reflect changes in leadership and committee structures within the institution. Provided more information regarding the College's strategic goals and target activities.
Category 6: Supporting Institutional Operations	*Reorganize presentation of material to better address questions related to processes in this category*	Provided and demonstrated systematic and proactive processes to identify the support service needs of our students and stakeholders including surveys, focus groups. Listed and described various feedback mechanisms. Added additional longitudinal data and provided examples of process measure for services and activities on campus
Category 7: Measuring Effectiveness	*Clarify processes related to data collection and provided more evidence of longitudinal data.*	Included more longitudinal data. Updated committees' names and members. Provided more detail on data collection and analysis.

System Portfolio Category	Feedback and Recommendation provided in 2013 Systems Appraisal	NNMC Actions and Progress identified in the new 2015 Systems Portfolio
Category 8: Planning Continuous Improvement	*Clarify process of planning, development of actions, measures and targets. Provide better comparative institutions as well.*	Demonstrated the alignment of various strategic efforts across campus. The College's six major goals (MG), three action projects (AP) and 13 academic plan priorities (APP) are organized according to the categories of AQIP's Systems Portfolio. A second matrix in the Systems Portfolio provides more detail on comparative data by using specific examples.
Category 9: Building Collaborative Relationships	*Reorganize presentation of information to better address questions regarding process development and to clarify existing processes.*	Provided more information regarding our process for identifying and creating partnerships. Provided greater detail with regard to types of partnerships including examples. Expanded longitudinal data.

• Actions that capitalized on Strategy Forum participation.

The college participated in the 2014 Strategy Forum in September 2014. Prior to the forum, the college's team met with their respective staff and faculty as well as other administrators in order to identify a campaign for the team to take to the forum. Strengthening Assessment was identified as our top priority campaign in this pre-work assignment. The team identified that Strengthening Assessment would be the new action project moving forward.

Strengthening Assessment: A College-Wide Endeavor

Although the bulk of the College's assessment efforts are focused on academics, the College is taking the opportunity to approach assessment as a campus-wide need. As a result we have created processes of assessment. A focus on the *process* means a commitment to how we develop cycles of assessment that allows the College to "walk the talk" of continuous improvement. Towards this vision of campus-wide assessment, leadership in both administration and academic areas are emphasizing the need for data-driven decisions. For instance, identifying trends in the analysis of Student Learning Outcomes informs decisions made regarding offerings, support services, and resources. The Action Project: Strengthening Assessment is managed by the leadership of the Committee for Learning Assessment of Students (CLASS). The committee meets regularly and collects assessment information which is shared with institutional committees such as the General Education Committee, Undergraduate Curriculum Committee, and the Provost's Academic Chairs and Directors Committee. Assessment data is analyzed by these committees to make data-driven decisions.

NNMC's General Education Committee (GEC), a standing academic committee that reports to the Faculty Senate and Provost each semester, collaborates with each Academic Department/College and the CLASS to develop implement and assess NNMC's college-wide Student Learning Outcomes (SLOs). The GEC reviews general education core curriculum and institutional core objectives to ensure that they are aligned to state requirements and NNMC's Mission, Vision and Values.

NNMC follows the New Mexico Higher Education Department (HED) Core Competencies (Common Core Standards) in establishing general education student learning outcomes and evaluates workforce projections and accreditation requirements in modifying and developing new programs and course offerings.

The college-wide Student Learning Outcomes (SLOs) assessment and rubric is the responsibility of the GEC, CLASS, and faculty. The college-wide Student Learning Outcomes that are incorporated into instruction across all disciplines are: Communication, Critical Thinking, Cultural Competence, and Information Competency & Research. By utilizing these SLOs within the master syllabi, NNMC seeks to have each undergraduate leave with both the shared skills of a life-long learner and the tailored instruction within their discipline.

Additionally, faculty introduces research methods and creates opportunities for students to participate in service learning, experience-based learning, and other scholarly experiences. Many of our programs also include practicum hours (i.e., Education, Barbering, Cosmetology), which provide services to the public (e.g., the Nursing Department hosts a Flu Shot Clinic, and NURS 451 Community and Global Health II class hosted "Amor Norteño" community self-care day). Beyond this, students in the College of Education provide professional support to regional school districts during their Student Teaching and field-work hours.

Section 3: Explanation of how Action Projects have advanced the institution's CQI efforts.

NNMC currently has three active Action Projects: Strengthening Assessment, Webpage Development and Maintenance and CQR Visit Preparation. Other recent action projects (AP) that have been successful in advancing the College's CQI efforts have been the Professional Development AP, the Systems Portfolio AP, the Safety and Security AP and the 1st Year Retention AP. Complete listing and detail of action projects are located in HLC online directory.

| Action Project	Explanation
Strengthening Assessment (ACTIVE)	Described in "**Actions that capitalized on Strategy Forum participation**"
Webpage Upkeep and Development (ACTIVE)	Described in "**Actions that capitalized on Strategy Forum participation**"
CQI Visit Preparation (ACTIVE)	A CQI committee was established consisting of the System Portfolio Category Champions. This committee meets weekly and is overseeing the development of the CQI visit preparation and responsibilities. Subcommittees have been established and a timeline was developed in order to accomplish all tasks within the specified deadlines. This project has supported planning and organization of efforts.

Action Project	Explanation
Professional Development (CLOSED)	Described in "**Actions that capitalized on Strategy Forum participation"**
Safety and Security (CLOSED)	This AP provided a framework to minimize any threat to life and property resulting from natural or man-made disasters. A policy was developed to identify the actions, roles, and responsibilities of individuals and departments in the event of an emergency. A Safety and Security Office was developed to conduct regular policy review, education, training, and testing in the interest of reducing confusion, injury, and loss of life in the event of an emergency. The existing plan aims to ensure a safe and welcoming campus and treats staff, residents, visitors, and property in a respectful manner at all times. A working relationship is fostered with area law enforcement and other local emergency responders (e.g. an active shooter training by area law enforcement was offered for all employees in Spring 2014 and 2015). Additionally, a bond item was passed 2015 that provides funds in the amount of $2 million for safety and security. See recent Annual Safety and Security Report
Defining and Developing a Comprehensive First Year Retention plan (CLOSED)	With the goal of increasing student retention through a comprehensive first year retention plan, the project identified and implemented the following initiatives: K-12 outreach and placement testing services; Student recruitment activities; first year advisement and inclusive advisement; New Student Orientation trainings and materials; Academic Advisement Plan with goals and objectives; Early Alert Program efforts and success; institutional advisor training; faculty advisor training; data collection and analysis; and Strategic Enrollment Management Team progress. The First Year Retention Plan activities that were developed and enhanced to support the retention of first year students have been implemented and are described in detail in 3I2 of our 2015 Systems Portfolio.
System Portfolio Development (CLOSED)	In the fall semester 2012, we identified and implemented the Systems Portfolio Action Project. In January 2013, the Systems Portfolio team developed a timeline and assignments for the compilation of the document. Category Champions were assigned to each category and they selected individual teams to develop each category. Editors and writers met regularly to review and discuss content and material. The Systems Portfolio team tracked progress, timelines and presented regularly to the President's Staff, President's Cabinet and Board of Regents. The success of NNMC's project was a direct result of its well-ordered and carefully considered approach to its progress and completion. The implementation team developed a timeline, coordinated leadership by identifying category champions, and encouraged regular progress reports to executive level administration and the Board of Regents. This very deliberate approach enabled project stakeholders to complete the writing of the portfolio effectively.

Section 4: An update on the assessment of student learning and recent successes, particularly if this item has occasioned prior HLC follow-up.

As mentioned earlier, faculty continue to have the primary responsibility of assessing and compiling the college-wide Student Learning Outcomes. The CLASS has developed and implemented a standardized rubric for faculty to utilize. A pilot assessment of college-wide SLOs was implemented in fall 2014, spring 2015, summer 2015 and fall 2015 semesters, by identifying specific courses within specific departments/colleges where students were evaluated utilizing a standardized rubric. Faculty entered assessment data into Survey Monkey. The data is shared with the GEC, CLASS, and specific faculty in order to evaluate the data and make improvements to the rubric. In addition, these groups will identify next steps with regards to the assessment process and in developing future training opportunities by the PD Committee.

- ˜ Fall 2014 (n=162)
- ˜ Spring 2015 (n=398)
- ˜ Summer 2015 (n=9)
- Fall 2015 (n=202)

Additional assessment reports from each department/college are submitted to Institutional Research and reviewed annually by Deans, chairs and directors.
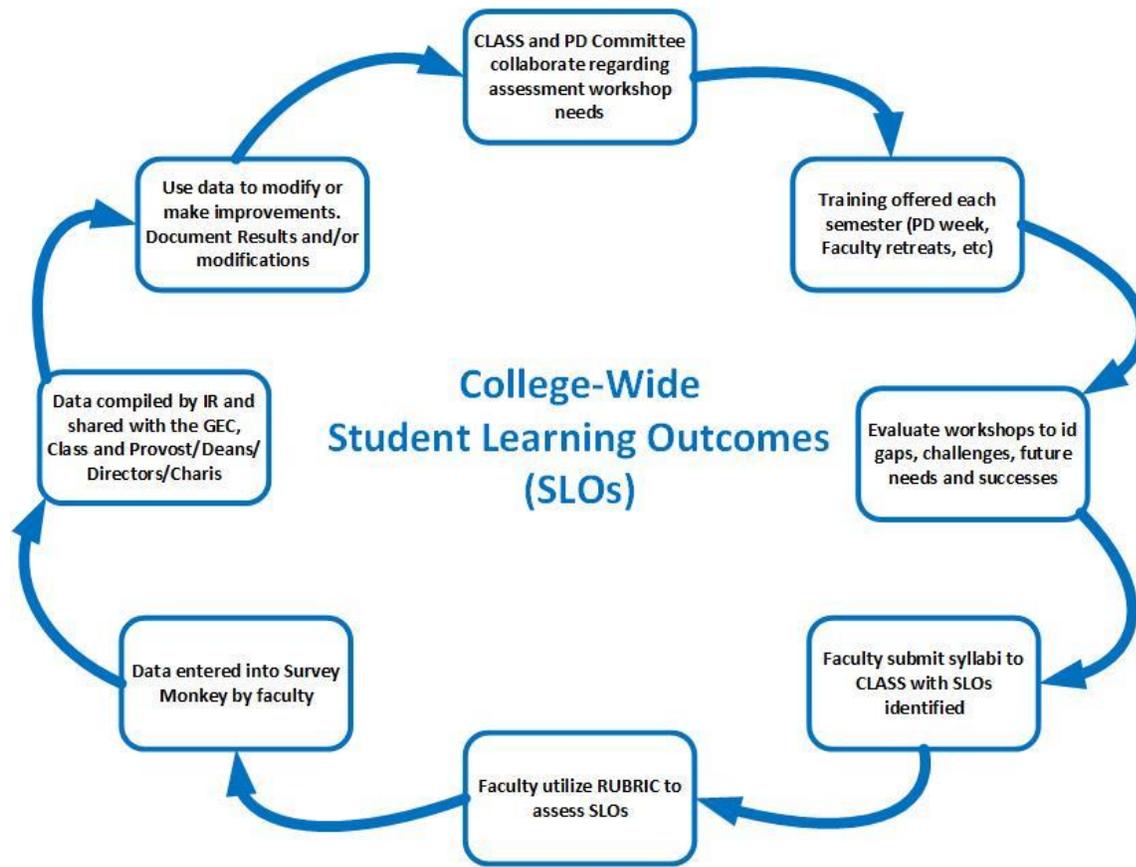
The Professional Development Committee (former AQIP action project) provides opportunities for staff and faculty to attend assessment workshops coinciding with fall convocation or spring renewal activities. The purpose of the training is to share research based best practices with regards to assessment and student engagement. For instance, in a series of half-day workshops (fall 2014 through spring 2015), faculty members were introduced to the new Student Learning Outcomes, then given time to dialogue with fellow faculty members about the "hows and whats" of implementing shared outcomes across the curriculums. After each series of professional developments, academic departments took the work back to the departments to integrate into their courses and programs. Of faculty surveyed, 95% indicated that "This training increased or refreshed my knowledge/ understanding of fundamental considerations related to college-wide learning goals." One hundred percent (100%) indicated "I would welcome future training opportunities on the creation and use of rubrics to score assessments." Furthermore, the evaluation of these workshops identified gaps and challenges to be addressed with future training. Workshop evaluation surveys demonstrate training efforts have been successful in assisting faculty to identify and implement classroom-based assessments aligned with identified college-wide Student Learning Outcomes.

Section 5: Highlights related to institutional priorities, such as student success initiatives.

NNMC has a Strategic Enrollment Management (SEM) committee comprised of the following offices: Registrar, Recruitment/Admissions, Student Services, Academic Support, Financial Aid, Advisement, Faculty and Institutional Research. Strategic Enrollment Management (SEM) is an institution-wide responsibility and the central focus of the institution's overall strategic plan. SEM focuses on what is best for students and ways to ensure student success while addressing all aspects of the institution's mission. Just like overall strategic planning, strategic enrollment management starts with the institution's mission. The SEM committee is currently monitoring the progress of our First Year Retention efforts, recruitment, and new student orientation. The committee is also developing process maps of those involved in the student experience. This committee has provided oversight and coordination for the "Defining and Developing comprehensive first year retention plan" Action Project.

The First Year Retention Plan activities that were developed or enhanced to support the retention of first-year students include:

- **K-12 Outreach and placement testing services:** COMPASS workshops are provided on-site at local high schools, which have significantly improved the efficiency of the dual credit program initiatives. SEM and recruitment host college fairs for local high schools to encourage students to attend college. NNMC has also dedicated more College personnel to participate in recruitment and outreach activities.
- **First year advisement and intrusive advisement:** Improvements made to the advisement process include the following. Incoming students are contacted prior to New Student Orientation (NSO) and interaction with an advisor occurs as soon as a student has been admitted to the college. Advisement initiatives have been created to encourage early course registration. Advisement schedules have been developed for an advisor to meet with a student every four weeks (four times per semester). Students are assigned to faculty advisors after three successful semesters (FTAC) or one successful semester (transfer).
- **Scheduling:** Advisors schedule each new student for a minimum of: math, English, and a First Year Experience (FYE) course. Advisors prepare skeleton schedules for all students prior to each NSO. Advisors utilize placement scores to identify appropriate math and English courses. As soon as

students qualify, general education curriculum courses are scheduled. All students are placed (if possible) in an FYE 101 course.

- **Academic Advisement Plan with Goals and Objectives:** A Comprehensive Advisement Matrix has been developed and will be regularly reviewed and revised. Staff Advisors across departments have been meeting weekly to coordinate efforts and monitor implementation of the First-Year Advisement Plan. Meetings with faculty advisors have occurred in order to align and standardize the advisement process. Open communication between faculty and staff advisors is an ongoing process that is essential to effective advisement, transition to faculty advisors, and to the overall campus-wide retention efforts. This is maintained through collaboration and dialog occurring at the Advisement Committee, the SEM Committee, and various department level meetings. Student Ambassadors are actively involved in implementation of the advisement including participation in NSO and the Office of Advisement initiatives.

- **Early Alert Program:** NNMC has established an early alert program to provide timely, individualized interventions for struggling students. Early alerts are used for the early identification of students who are at-risk of failing a class for one of the following reasons: excessive absences; decrease in engagement and/or participation; missing assignments; or course grades falling below passing for other reasons. The Office of Advisement manages the early alert program. Faculty members trigger early alerts through an online form throughout the semester. Once received, the Early Alert is forwarded to the assigned academic advisor who makes contact with the student, the faculty member, and makes referrals to other resources as necessary. Faculty are regularly encouraged to utilize this system by the Office of the Provost beginning at Faculty/Staff Development week and continuing at regular intervals throughout the semester. In addition to the Early Alert Faculty Referrals, the Office of Advisement utilizes mid-term grades to provide follow-up and other support services to students who are struggling in courses. In the first week after midterm grades are due, the advisors contact every first-year student who is not passing a course. This information is also shared with academic chairs and Deans so that faculty advisors can assist students from their respective programs. Finally, the Office of Advisement contacts the faculty of all students failing more than two classes to insure that students are withdrawn from courses if they have stopped attending.

- **Institutional Advisor Training**: Office of Advisement Staff regularly participate in the New Mexico Advising Association Annual Conference, which provides networking opportunities and information about best practices from other state colleges. Weekly Advisement Committee meetings provide consistent opportunities for ongoing staff development. Additionally, advisors are encouraged to participate in training opportunities (e.g., webinars, seminars) when time and resources permit.

- **Faculty Advisor Training:** The Office of Advisement has begun preliminary discussions with the Provost, Deans and department chairs about developing training and professional development for faculty advisors and support staff. This will include: training for new faculty on advising processes and procedures; faculty development workshops on the advisement process and best practices in student retention; and, resource and best practice sharing between departments.

- **Data Collection and Analysis:** The Office of Advisement uses a variety of data sources to assist in setting strategic priorities and guiding the day-to-day operations of the Advisement Center. Weekly admissions reports are used to assign advisors and to drive new student outreach efforts. During registration for Fall 2015, the Office of Advisement began systematically collecting data about the schedule structure for first-year students in order to identify course conflicts, adequacy of general education and developmental course offerings and to make recommendations about improving the schedule structure to support student success. Midterm and final grade reports are utilized to identify struggling students, to identify high-risk courses where additional resources may be necessary, and to

ensure that students are correctly placed in classes requiring prerequisites. The Office of Advisement maintains a database of all office visits that can be analyzed for frequency of student visits and identification of peak registration periods. We are in the process of making improvements to this system that will enable us to analyze more discretely the effectiveness of the advising process. The Office of Advisement also works closely with the Office of Institutional Research to conduct research and evaluation of specific programs such as the FYE Course and the Summer Bridge Program.

- **New student orientation:** A mandatory new student orientation is required for all incoming first-year students. Specific roles, responsibilities and timelines for implementation are clearly delineated in the Advisement Matrix. Prior to orientation, we contact each new student to establish a personalized customer service experience. Core components of NSO include: campus tours, group and individual advising session, opportunities to meet faculty from specific departments, and workshops offered by college staff on topics such as tutoring, advisement, financial aid, course registration, payment plan information, textbooks, etc.

- **First Year Experience (FYE) coordination:** Since the inception of an FYE Program in 2011, NNMC has doubled our first year experience class offerings. In 2015, the General Education Committee of the Faculty Senate approved requiring a revised FYE Course for all new students. Student ambassadors are assigned to a class and assist with mentoring the students, facilitating class discussions and hosting co- curricular activities. The FYE Program works closely with the advisement staff and FYE instructors serve as crucial liaisons to the Advisement Office. Additionally, the FYE Program is working closely with both academic departments and student services to coordinate and develop a number of student support initiatives such as: midterm/final exam study groups; peer tutoring in specific courses, and scholarship outreach.

- **Faculty Reading Group**: the Faculty Reading Group was developed in response to a dialogue that emerged at the Diversity Council about creating more spaces for faculty to talk about pedagogy. It meets once a month, every second Friday of the month and all faculty are invited to participate over the lunch hour. A group-selected pedagogical text is distributed prior to the convening. Faculty discuss the text and related teaching issues through the course of the meeting.

- **Student recruitment efforts:** NNMC works with local high schools in order to provide needed courses for local dual credit and high school students. Recruitment activities that have been improved include increasing the number of yearly contacts made by recruitment personnel by collaborating with other College departments to strategically recruit students. We have also developed network connections to the region's public school listserv and an outreach schedule that has increased our presence and activity in local area schools. SEM priorities have led to a number of significant, measurable improvements. Some of these improvements are: increases in student retention (Fall 14 to Spring 15 freshman retention improved from 68 percent to 81 percent) and increases in early course registration (20 percent more students registered early compared to the prior year). SEM has also been instrumental in the overall improvement of customer service levels across student service departments.

- **Faculty Scholarly Resource Center:** An NNMC online forum designed to provide opportunities for faculty to engage in common classroom teaching and learning concerns. This Blackboard supported forum, introduces a topic each month with new guest moderators. The topics of interest are identified during workshops and discussion boards.

Website Improvement

In January of 2014, an internal web team comprised of NNMC's IT Director and staff and the College's Communications and Marketing office began work on the redesign of NNMC's website. This work involved the installation of new web software and migration of content from the previous site, as well as development of

content (including addressing institutional compliance with requirements for information sharing via our website), reorganization of navigation and functionality, and a complete visual redesign of the site. The impetus behind the redesign was facilitating the enrollment and advisement of students, a goal that was accomplished via a visual, graphic, five-step process in conjunction with the offices of Admissions, Advisement and Financial Aid. The website launched internally to faculty and staff in July 2014 and publicly in August 2014. Efforts to develop and update content and to improve user experience have been ongoing since this time.

The action project "Website Development and Maintenance" has been identified to develop, update and evaluate content, especially in the areas of academics and student services. This project involves stakeholders across campus including students, faculty and staff as well as external and first-time users, and will be completed in mid-2016. A second phase of technical web development has been identified and begun with the help of a contract web development team. New software upgrades for web security and functionality were completed in January 2016. Next steps include improving mobile site functionality and user experience; will begin as soon as resources become available.

Section 6: Highlights related to distance or correspondence education with particular commentary on faculty training and student support. (Progress on state authorization may be noted but is not central to HLC's review.)

The Center for Distance Education in conjunction with the Director of IR started a program using Blackboard Learn 9.1 Learning Management System to conduct end-of-semester student evaluation surveys of Blackboard-supported courses. During the 2015 Spring Semester, the following colleges successfully deployed course evaluation surveys via Blackboard: College of Arts and Sciences; College of Education; College of Nursing and Health Sciences; College of Business Administration; and the College of Engineering and Technology. Faculty review and use results to improve delivery of course materials and teaching strategies.

The goal of the Blackboard supported student course/instructor evaluations is to provide a more detailed reporting mechanism for gathering student evaluation data as it relates to courses offered at NNMC via online, hybrid, or traditional courses using Blackboard. Information collected via Blackboard helps the college plan strategically for its future needs in terms of targeted courses and degree offerings. The Provost and Deans share this information with faculty to improve delivery of courses based on student feedback.

Faculty Scholarly Resource Center: See section 5.

Distance Delivery Programs: NNMC's Center for Distance Education works closely with the Provost and the Dean's Council in reviewing, developing, and promoting innovative online course offerings for NNMC's students. The Center for Distance Education currently supports traditional courses, hybrid, and fully online courses. The Center for Distance Education, each fall and spring semester, conducts the Blackboard Faculty Institute for improving faculty skills teaching online using the Quality Matters Course Standards Rubric as a benchmark for creating quality online courses. 15 out of 40 full-time faculty have completed and graduated from the program. In addition, the Center for Distance Education offers targeted semester trainings for faculty interested in learning specific topics for using Blackboard. Student Blackboard support is provided Monday - Friday via email or phone by the Center for Distance Education. In addition, all enrolled students have access to NNMC's Student Blackboard Orientation located on their "My Courses" Blackboard welcome page.

Collaborative relationships between NNMC and graduate-degree granting institutions

Collaborative relationships are also being developed between NNMC and graduate-degree granting institutions, allowing our students to enroll in graduate level studies via distance education. Currently the College of Engineering and Technology has developed an agreement with UNM to provide graduate level coursework. This Memorandum of Understanding (MOU) is very detailed and covers cross-listed courses; resource sharing; development of course materials, development of labs and labs materials; and promotion of collaborative research.

NNMC signed an MOU with Adam's State University in Spring 2015 to deliver a two-year MA in Educational Leadership (Initial Principal Licensure) program. This program is designed to equip qualified and experienced educators with the knowledge and skills to assume leadership positions in schools, particularly as program supervisor/director or building principal/assistant principal. Studies include: leadership, school management, law and finance. The program emphasizes the role of a school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. ASU and NNMC faculty share teaching responsibilities and classes are delivered online with support offered at NNMC's campus.

The Math Department began a collaborative relationship with UNM School of Medicine through a 2015 Summer Sabbatical through the UTEP BUILDing SCHOLARS program. NNMC provided statistical support for the Cannon group in studying a protein CARMA1 for differential expression in T-ALL (T-lineage Acute Lymphoblastic Leukemia) patients. UNM School of Medicine is also a collaborator in a NM-INBRE grant that was awarded to NNMC to study differential expression of gene sets.

Section 7: Overview information on additional instructional locations and any recent steps to assure and advance quality wherever instruction is provided (e.g., dual enrollment).

Dual Credit

NNMC collaborates with regional public schools to help students meet academic objectives and promote the pursuit of a college degree among regional high school students in compliance with the State of New Mexico Dual Credit Act and negotiated by the New Mexico Public Education Department. NNMC has established active dual credit agreements with the region's twelve school districts. These agreements, which allow students to take courses at no tuition cost, create collaboration between the College and the districts. Whereas the College provides the post-secondary learning opportunities, the district's' responsibility is to provide transportation, cost of textbooks, and allow for the exchange of student data for the purposes of credit transfers. These partnerships have led to the development of innovative models that assist students in earning two-year degrees concurrent with their high school diploma.

In addition, NNMC has formally developed a partnership with Peñasco Public School District to implement an Early College High School model, one which allows for modifications of instructional schedules to allow students to earn high school credits through college courses. Participating students enroll in 12 credit hours per semester. The partnerships also establish the responsibility to provide relevant courses during the school day and provide the district with space for tutoring and food service.

Adult Education (formerly Adult Basic Education, ABE)

NNMC is also the fiscal agent for the Adult Education Program (AE), which generates nearly 100 high school graduates annually. We currently provide each graduate with a Bridge scholarship for the first semester (after which GED students may become eligible for the New Mexico Lottery Scholarship) to encourage matriculation immediately after GED completion. ABE staff work with College faculty to establish a curriculum that better prepares GED graduates for college-level work and reduces their need for

developmental coursework. Once students demonstrate a high likelihood for passing the GED exam, they receive a comprehensive overview of the admissions and financial aid process.

Grant funded projects (Federal and State)

NNMC has been successful with grant-funded programs targeting educational needs of underserved populations. We utilize community based approaches, and research methods to guide grant project strategies and goals that meet the specific needs of our stakeholders. Listed below are examples of some of the many grant project initiatives staff and faculty have undertaken.

> **EXITO:** Address the persistence rate of students at Northern by utilizing a three- pronged approach strategy that includes: (1) an outreach component with secondary schools of Rio Arriba County by informing students of educational post- secondary opportunities and their association with a rigorous high school program; (2) a comprehensive Student Success strategy that includes , a systematic and intentional advisement, adding student support services and restructuring developmental courses into contextualized and competency based rather than time-based courses and instituting a Summer Bridge Summer Program to address basic skills gap ahead of time; (3) instituting a First Year Experience program supported by a pedagogical driven curriculum and trained faculty in best practices through professional workshops and experimenting with instructional innovation.

> **American Indian Education, P'oe Pathways Grant:** NNMC's teacher candidates' demographics (82% Hispanic; 15% Native American) support our historical mission to prepare professionals to work in regional schools. We established the Northern Pueblos Institute (NPI) in 2005 to serve as a liaison for tribal communities and offer academic support and resources for American Indian students. The P'oe Pathways grant, between the College of Education and NPI, is a collaborative effort aimed at recruiting and training Native American teachers to work in NM public schools.

> **Title III, Northern Rio Grande Stem Collaborative:** The overarching purpose is to establish a multi-institutional, regional approach to providing high quality STEM education by sharing information, expertise, and resources among the four public HSIs in northern NM. This partnership will increase the number of Hispanic and other low-income students attaining STEM degrees.

> **The College Assistance Migrant Program (CAMP) Program:** Provides supportive and retention services to first-year college students from migrant and seasonal farm worker families. CAMP works with campus faculty, student services and community based agencies to improve educational opportunities for CAMP students. Benefits include: academic skills assessment & program orientation; tutoring & study skills assistance; career, financial aid & personal counseling; supplemental financial aid; book/supplies allowance; training stipends; cultural events; mentoring; summer orientation; and first year experience course.

> **National Science Foundation, NSF Pearl Grant:** This $600K grant provides scholarship (tuition, living stipends, or a combination) for students who have declared a Bachelor of Engineering. The scholarships are assigned in terms of financial need and academic performance.

> **Carl Perkins:** This Department of Education grant provides resources for equipment, professional development, materials, and learning activities for CTE programs at NNMC. The current Perkins grant supports the Program of Studies in Information Technology and Project Management.

AVANCE: This Department of Education grant provides salary for faculty, professional development, equipment, and learning activities for Post Baccalaureate programs at NNMC. These programs include a Post Baccalaureate Certificate in Information Technology, the TESOL/Bilingual endorsements, and the Alternative Licensure Programs.

NM Experimental Program to Stimulate Competitive Research (EPSCoR): Proposes to deploy and install a Storage Area Network (SAN) on campus, dedicated to STEM projects. NNMC is also developing hybrid and online courses where lab equipment has remote access capability (REC). By using REC, hands-on activities known to be essential for minority populations studying STEM are not compromising, even for hybrid and online courses.

Campus Cyberinfrastructure - Data, Networking, and Innovation Program (CC*DNI) program: Northern New Mexico College (Northern or NNMC) proposes to establish a dedicated network fabric and Science DMZ in support of its multidisciplinary engineering and science programs. This research network will be entirely separate from the existing general-use Campus Enterprise Network (CEN) currently shared by all faculty, staff, and students at Northern's Espanola campus. As a dedicated research network, firewalls and filters will not be implemented. The proposed network will deliver high-speed connectivity among the campus Data Transfer Nodes (DTNs), Northern's Aguila supercomputer, storage nodes, and multiple laboratories serving biology, chemistry, environmental science, and engineering programs. The project design will focus on isolating high-throughput research functions through data paths of at least 10 Gbps of capacity.

LANS: The goals for 2012 were to use these funds to enhance the chemistry laboratories on campus. The overall goals of the program were to help students develop problem-solving skills, to learn the application of scientific knowledge and to learn important workforce skills. NNMC's science laboratories are used for independent student research, general education, and career technical students as well as for those students pursuing science degrees.

NSF STeP: A consortium of six minority-serving colleges in NM formed to increase the number of associates and baccalaureate degrees granted in STEM fields. The consortium is led by NM Institute of Mining and Technology (New Mexico Tech) and is building the College's capacity to offer high quality four-year STEM degrees by providing scholarships to STEM degree students.

Grass Foundation: Supports efforts to use neuroscience as a way to unite thoughtful people across various socioeconomic and geographic barriers. Supports neuroscience outreach efforts that use various approaches to educate underserved populations. Grant funds "Neuroscience to the Classroom" projects as well as the purchase of equipment, reagents, and supplies, for the lab.

NIH BUILDing Scholars Main goal is to enhance 1) the undergraduate research training and 2) capacity of students from NNMC by exposing them to a rich science environment. We are specifically interested in BUILDing a "Neuroscience Corridor" from NNMC to UTEP by increasing research training activities for undergraduate student(s).

Regional Affiliations

We also work in partnership with regional school districts to provide a range of outreach services to area middle and high school students. Through these activities, we provide a wide range of valuable services to help promote post-secondary awareness and readiness. Examples of these activities include: regular presentations

by recruitment staff, Student Ambassadors and other programs; Friday Academies, which bring local middle school students to our campus for hands-on STEM workshops with faculty members; college experience days and senior summits which introduce students to the college experience; COMPASS test prep workshops to help students prepare for the math and English placement exams; and, FAFSA nights at local high schools to provide guidance in the financial aid process.

Transfer Articulations

NNMC maintains degree transfer articulation with all New Mexico colleges and universities regarding general education and with discipline specific academic programs. In addition to partnerships with local school districts, the College has established transfer and articulation agreements with regional postsecondary institutions to allow for seamless student transfers and course substitutions.

We identify pathways and opportunities for program alignment to provide the broadest opportunity for student success between two-year and four year programs and institutions. We align our career and technical programs with the Carl D. Perkins Career and Technical Education Act of 2006, which strengthens the connections between secondary and postsecondary education and improves state and local accountability. Particularly in the areas of applied technologies, industry partners are engaged early in the process of program development to assure that programs are aligned with industry expectations. There is also a strong collaboration with school districts to guarantee that secondary courses are aligned with a career-technical program pathway. These courses are considered dual credit and are articulated with NNMC courses with the goal of providing an industrial certification.

Conclusion

Northern New Mexico College is dedicated to providing high quality systems and procedures to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural and economic needs of the region. Although some of the specifics have changed since our founding, we have never wavered in our core beliefs. Our academic community engages students in defining and thinking critically about their learning. These accreditation discussions have helped us conceptualize who we are and what we expect from our students and ourselves. These discussions have also helped us envision steps we can take to create Northern's future rather than simply moving into it without planning and foresight. As we described above, for several years faculty and staff have come together to better articulate the role of our 2-year and 4-year college, to find ways of enhancing recruitment, student advising, and to enable students to become change agents in their own lives. Additionally, we are working on more enhancements to create more opportunities, for instance, the establishment of the Office of Student Life, the Office of Equity and Diversity, the continued support of our campus farm, and continued efforts to build a Student Health and Counseling Center. This collaborative work has been supported by all portions of the institution. Institutionally, we are continually working on a healthy sense of common purpose. We are also confident, and believe we have fully demonstrated above, that Northern New Mexico College has the essential resources and capabilities to continue to function in a way that is congruent with our mission and advances our goals. We hope you agree.

Northern: a small community, a world of experience.

- NNMC Faculty Handbook
- NNMC Staff Handbook
- NNMC Student Handbook
- NNMC Academic Catalog