



# Annual Report 2020-2021 Academic Affairs

<b>Academic Affairs Summary .....</b>	<b>3</b>
<b>Academic Units .....</b>	<b>7</b>
<b>School of Liberal Arts, Business, and Education .....</b>	<b>7</b>
Department of Business Administration .....	7
Department of Humanities and Social Sciences/Arts, Film, and Media .....	12
Department: Language and Letters .....	15
Department of Teacher Education .....	21
<b>School of Science, Technology, Engineering, Math, and Health Sciences .....</b>	<b>27</b>
Department of Biology, Chemistry, and Environmental Science .....	27
Department of Engineering and Technology .....	32
Department of Mathematics and Physical Science .....	37
Department of Nursing and Health Sciences .....	41
<b>Technical Trades .....</b>	<b>46</b>
<b>Academic Support Services .....</b>	<b>52</b>
<b>Center for Distance Education .....</b>	<b>52</b>
<b>Institutional Research .....</b>	<b>61</b>
<b>Library .....</b>	<b>65</b>
<b>Office of the Registrar .....</b>	<b>70</b>
<b>Student Affairs .....</b>	<b>72</b>
<b>Accessibility and Resource Center .....</b>	<b>78</b>
<b>Admission/Recruitment/Dual Credit .....</b>	<b>83</b>
<b>Advisement and Student Success .....</b>	<b>86</b>
<b>Financial Aid Office .....</b>	<b>92</b>
<b>Special Educational Programs .....</b>	<b>97</b>
<b>Adult Education Program .....</b>	<b>97</b>
<b>College Assistance Migrant Program .....</b>	<b>101</b>
<b>Connecting Academics with Student Success and Achievement (CASSA) Title V Project .....</b>	<b>107</b>
<b>Continuing Education .....</b>	<b>110</b>
<b>Fast-Track to Finish (F2F) Title V Project .....</b>	<b>113</b>
<b>High School Equivalency Program .....</b>	<b>116</b>
<b>Upward Bound .....</b>	<b>120</b>

## Academic Affairs Summary

This report summarizes the main accomplishments, contributions, opportunities, and challenges for the Academic Affairs Division. The tasks in which Academic Affairs was involved during the 2020-21 academic year were mainly driven by the COVID crisis, the implementation of tracking mechanisms to be in compliance with the new federal regulations of the Higher Learning Commission (HLC) related to program change, the launching of the branch community college and its programs, and the planning and implementation of strategies to improve student success.

Academic Affairs celebrates the HLC approvals of two remote locations and the permission granted to offer fully online programs. Similarly, we celebrate the approval of a new Associate's Degree in Nuclear Operations by the New Mexico Higher Education Department (HED), the accreditation (or reaffirmation) of the Engineering Bachelor Programs by ABET, and the successful ACEN virtual visit for the Nursing Associate degree.

The Academic Departments, Registrar, Assessment and Accreditation Office, and the Office of the Provost, worked to develop new policies and practices to expand the institutional ability to grant college credit through a rigorous assessment of prior learning (PLA). NNMC is currently notifying HLC about these new policies and how they affect each one of the academic programs. This initiative may have long-lasting effects on the institutional ability to accelerate the graduation rates of a particular group of students while minimizing the cost of attendance.

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

- **8-week courses:** NNMC continued the expansion of the number of 8-week courses as the mechanism to implement the Complete College America's (CCA) strategy, 15 to Finish. The number of 8-week sections offered in Spring 2021 was over 30% of the entire schedule, while the Fall 2020 number was a little less than 20%. Currently, NNMC is assessing the impact of these courses in terms of student preference and student success. The current number of courses in this modality is close to reaching the threshold established by HLC, and approval will be needed soon if NNMC wants to continue the growing trend. The Office of the Provost established a faculty/staff committee that has been working on the planning and implementation of a full-scale 8-week schedule, and it is seeking support from the majority of the faculty.
- **Curriculum Efficiency:** Academic Affairs led a workshop with Gray Associates to emphasize the use of the platform to enhance curriculum efficiency. Academic Chairs participated in professional development to better understand the available enrollment data per course to make better decisions that may result in cost savings.
- **Remote locations:** The successful partnership with the Local 412, Plumbers and Pipefitters Union allowed NNMC to recruit more than 110 students for the Plumbing Program in Fall 2020. This enrollment growth triggered the need to seek HLC approval of the training

centers in Albuquerque and Los Alamos as remote locations for NNMC. Apprentices in these training centers can access the full program without the need to commute to the Campuses in El Rito or Espanola.

- ***Career and Technical Education Programs:*** The Office of the Provost hired the Chair of the Technical Trades division of the Community College Branch. The Chair then hired two instructors for the Electrical Technology and Plumbing programs. Most of the work performed by the instructors has been in the development of curriculum, professional development in teaching, and equipment selection for the development of the lab facilities at El Rito Campus.
- ***Distance Education:*** The challenges posed by COVID were tackled by an enhancement of the professional development opportunities offered to faculty to foster a high quality of online course delivery. NNMC hired a Quality Control Specialist that collaborates with the Instructional Designer to support faculty. The first in-house course in online teaching was developed and implemented this year. This initiative was also supported by the acquisition of Blackboard Ally, which promotes accessibility in the online environment for students with special needs.
- ***Title III Grant Application:*** The Office of the Provost was highly involved with grant writers and the STEM academic departments in developing a solid proposal for a Title III competition. The proposal was developed over a six-month period for a requested amount of a little less than USD 5M, and if granted, it would be the highest individual grant obtained by NNMC in recent years.

### Student Success

- ***General Education:*** Last May, NNMC completed the certification of all current General Education courses through its participation at the statewide curriculum committee. This has been a five-year effort in the State of New Mexico and will be an ongoing project as more courses are developed.
- ***Student Learning Outcome (SLO) Assessment:*** Progress has been made in collecting SLO's assessment and action plans. A better tracking system of program assessment is in place, and funding was secured to acquire an Assessment Management System next year per the recommendation of different stakeholders.
- ***Student Advisement:*** NNMC made substantial progress to implement Degree Works finally. 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, individual student plans were created in Degree Works, allowing the institution to strategically schedule the courses that students need in a timely manner. Academic Affairs secured funding for the institutionalization of this position and the new Social Worker positions.
- ***Collaboration with Local Employers:*** The NNMC's Continuing Education Department and the Detonator's Division of Los Alamos National Lab (LANL) continued implementing the training program and will be completed in Fall 2021. There is the possibility of a second contract tied to the onboarding process of new employees of the Detonator's Division. Similarly, our Department of Business Administration completed a collaborative request for proposal, with the University of New Mexico, Main Campus, and Los Alamos, for a contract

related to Project Management Education. Additionally, Academic Affairs fulfilled its pledge with N3B to create a Nuclear Operator program, and it is working with this partner to fund a full-time faculty position.

### **Team Spirit and Communication**

- ***Sharing Governance Committee:*** The Office of the President and the Office of the Provost continue to participate in monthly meetings with this Committee. This endeavor allows the constituents to provide direct, honest, and timely feedback and input to the decision-making process.
- ***Policy Development:*** During 2020-2021, the Office of the Provost worked with the legal team to develop and obtain the Regents' approval of the Health and Safety Policy. Similarly, last May, the Office of Provost received the support of the Faculty Senate to modify the existing Faculty Handbook to simplify the process to make changes to the conditions of employment of faculty members that are not part of the bargaining unit. This will allow NNMC to achieve equity in conditions of employment, practices, and processes between faculty members covered by collective bargaining and those not covered.

This year also brought some unique challenges to the Academic and Student Services areas that composed Academic Affairs. The continuation of remote teaching made it difficult for a significant group of students to succeed in courses due to the lack of reliable Internet at home.

Secondly, the new ERP project demanded many hours from several Student Affairs Offices and the delay in acquiring an Advisement/Intervention Management System, which has ripple effects of the F2F Title V contract. The lack of this platform makes it very difficult to integrate the different systems that support students.

Finally, the challenging economic conditions at the College and the State have not allowed us to address the competitiveness of the faculty salaries. Because of the scale of the problem, it isn't easy to fix it quickly. On the one hand, this makes it difficult for NNMC to retain talent. On the other hand, this contributes to a general perception that different institution divisions, particularly in administration, are more critical than faculty.

Academic Affairs looks forward to addressing growth opportunities and will continue to embrace the Strategic Plan lines of effort. For AY 21-22, Academic Affairs is planning to engage in the following future projects:

1. Make a final decision with regards to submitting its application to become an 8-week course institution.
2. Continue to develop a process that maps, step-by-step, interaction with potential students from identification to final registration.
3. Continue adopting CCA strategies to improve student success as measured by retention, persistence, and graduation rates.
4. Begin developing of the HLC Student Success Academy as the Quality Initiative in the Open Pathways accreditation cycle.



## Academic Units

School of Liberal Arts, Business, and Education

Department of Business Administration

Chair: Dr. Lori Baca

### I. Annual Summary of activities

#### A. Enrollment

The Department of Business Administration (DoBA) started the academic year in August 2020 with an increase in enrollment of 1% (4 students) above August 2019. One way faculty and staff worked to increase enrollment numbers was by offering certificates that could be completed within one semester. The certificates were advertised by email and NNMC broadcast. Other examples of outreach include Advertising on Facebook, ads in local newspapers, 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. An information session with LANL employees was held to provide information on the Project Management certificate and bachelor's degree. Also, an internal website has been developed by LANL to provide their employees with up-to-date NNMC Project Management program information. DoBA continues to partner with New Mexico Highlands University to share classroom resources that will benefit students from both institutions. This partnership helps students complete their program faster by taking classes offered by NMHU instead of waiting for a semester or two for the classes to be offered at NNMC. Likewise, NMHU does not have to hire an adjunct to offer courses we are already offering.

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, associate or bachelor degree. The proposal was submitted early in the spring of 2020, and we are hoping to be awarded the grant in the near future. If awarded, NNMC-DoBA will be offering courses for the Certificate in Project Management, Associates of Arts degree in Business, and the Bachelor Degree in Business with a concentration in Project Management.

The Department Chair has been working with the NNMC administration to offer winter courses starting in December of 2021. The winter session will be a trailer to the fall 2021 semester. Students who enroll will be able to complete their course(s) between the end of the fall 2021 semester and the beginning of the spring 2022 semester. These classes are meant to provide students with a way to advance in their degree completion.

The DoBA acquired a grant to provide internships to juniors and seniors. These internships will give students hands-on experience within their field of study with local employers. The grant also provides funding for students who at one time attended NNMC but did not complete their

degree. If students are within five classes of completing their degree, they may apply for the grant, which will pay for the remaining courses required for the degree competition.

The Chair and faculty are also working on providing high-quality online business courses and offering programs 100% online in the near future. In fact, a substantive change application was approved in January of 2021 to teach AA and BA programs fully online. The faculty prepared for the change by taking courses to improve online instruction (all DoBA faculty received certification during the fall of 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 provide high-quality online programs to local and distance students.

Other enrollment initiatives include working with local High Schools to provide dual credit courses and programs to students. The DoBA has secured partially a grant to teach High School students Project Management.

#### 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 and in state government as well as 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-week) 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 Associate of Arts degree in as little as 16 months and their Bachelor degree in 32 months.

During the 2020-2021 school year, DoBA graduated a total of 57 students. This was an increase from the 2019-2020 school year of 42 students or 7%. See details below:

BA Management 12	AABA Degrees 18	BA Accounting 2	AAS OA 1
BA Project Management 9	AAS Cosmetology 2	AAS Barbering 0	Certificates 13

The number of graduates for the period of fall 2020 to summer 2021 shows that students in the program completed 1922 credit hours. The number of declared students in the program (headcount) was 185 for fall 2020 and 181 for spring 2021.

#### C. Communication

DoBA uses multiple platforms to communicate with faculty, the college community, and outside organizations. During the 2020-2021 academic year, faculty and staff connected with students by email, telephone, and Zoom. 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 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's and bachelor's degrees. DoBA communicated with administration and faculty by using Zoom for meetings, email, and telephone. In addition to local faculty, adjunct faculty from other states such as Florida, Texas, California, and New York teach for the 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. Full-time faculty advise students and help complete forms which facilitate interactions with the office of the registrar, financial aid, and admissions. Within the DoBA, 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 are able to 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, Zoom, and Google Docs. DoBA communicates with outside stakeholders and the broader community by attending Zoom meetings, phone, and email. The Chair and faculty are available to students Monday through Friday during office hours and 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 past academic year, the DoBA has worked together to provide virtual office hours and online courses to our students. To increase enrollment, faculty teamed up to provide two days of Zoom Advisement during the start of the fall semester. It was a success, as we increased our enrollment numbers and surpassed the previous year's total. This past year was a challenge, and if we had not pulled together, enrollment, programs, and a number of students graduating would have suffered. The DoBA rallied and made this year successful.

## II. Challenges

#### A. Enrollment

The current unduplicated average enrollment is 183 students per semester. Our challenge is to increase total student enrollment within five years (2023) to 200 unduplicated students per semester. The number of students coming to campus as freshmen and sophomores has declined in the past couple of years. The public health 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. Further, 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 course delivery in accelerated formats as well as the traditional 16-week period.

#### B. Student Success

Student success is determined by factors that 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. When a student finishes a degree, the student's family and the entire community benefit.

#### C. Communication

The DoBA needs to expand the 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. Presently, the DoBA is working on upgrading its website to provide tabs for easy access to documentation and links to admission, financial aid, student services, registrar's office, etc.

#### D. Team Spirit

The DoBA will start the 2021-2022 academic year with four faculty members who have been working at NNMC for at least three years. The team consists of two cosmetology and barbering instructors and two faculty members who have MBAs (one who is a visiting professor and one is a tenure track faculty member). One faculty member who has been teaching for NNMC is in the same department for twenty 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 provide examples of student scheduling challenges that have been resolved. I'm excited to say that the three faculty members teaching business administration courses have completed their Teaching and Learning certification to teach online. The team is excited to teach online, hybrid, and face-to-face classes.

#### E. Budget requirements to address challenges

To address these challenges, NNMC should: Provide funding for at least two faculty 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 \$75,000 for DoBA salary increases to bring rates in line with regional averages. It has been difficult to attract and retain faculty members who have higher education teaching experience. The DoBA 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 (p. 62 of the CBA [https://nnmc.edu/wp-content/uploads/2019/07/CBA\\_Full\\_Time\\_Faculty\\_Fall\\_2019.pdf](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 and retain 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. Increasing the adjunct budget line by \$20,000 will allow the Department to offer more needed sections as enrollment increases.

### III. Future Projects

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

The DoBA will develop an associate 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 associate 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 other business courses. The DoBA is planning 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 the Perkins Grant. The Department will provide Prior Learning Assessments (PLA) for many of the Business courses. These would include credit for military courses, AP, local exams, CLEP exams, and Portfolios. The plans are to develop a Winter Session, 8-week online/hybrid, and face-to-face courses to give our students an opportunity to complete their degrees and certificates in a shorter period of time. These projects are all geared toward helping students complete their studies and within a reasonable time frame.

The following grants will help support the future projects mentioned above:

- Perkins grant. This grant will be used to purchase software for the Project Management Program.  
Status: Awarded \$67,000.00
- NNMC/UNM/UNM-LA//LANL Grant. This grant is to provide courses toward the Bachelor's in Project Management as well as a Certificate in Project Management to LANL employees and NNMC students who may become LANL employees.  
Status: Submitted.
- 2021 NNMC/RDC grant. This grant is to provide internships to Capstone students during the fall 2021 semester. The grant will also provide scholarships for up to 35 classes to former students who are within five courses of graduating.  
Status: Awarded \$40,000.00.

Department of Humanities and Social Sciences/Arts, Film, and Media

Chair: Dr. Tara López & Mateo Frazier

## I. Annual summary of activities

### A. Enrollment

HSS: Based on IR's "Spring 2021: End of Term Enrollment Report," HSS headcount from Fall 2020 to Spring 2021 had declined from 118 to 97. HSS has experienced a decline in headcounts this year. Moreover, HSS currently has 84.5 FTE, and HSS comprises 9% of declared students.

AFM: Based on IR's "Spring 2021: End of Term Enrollment Report," AFM headcount from Fall 2020 to Spring 2021 had declined from 14 to 12. AFM has experienced a decline in headcounts this year. Moreover, AFM currently has 10.0 FTE, and AFM comprises 1% of declared students.

### B. Student Success

HSS: 20 students from HSS will be graduating in the Spring of 2021. HSS was awarded a 961,000 STOP School Violence from the U.S. Department of Justice. If the grant had been accepted, it would have greatly facilitated student success by providing avenues for students, faculty, staff, and law enforcement to grapple with grief that is especially acute at this time.

AFM: 20 A.A. FDMA students graduated in 2020-21, AFM was awarded \$20,000 from the NM film giveback program, for a total of \$60k since 2019.

### C. Communication

HSS/AFM: Throughout the 2020-2021 Academic year, the department met on a monthly basis. All agendas were recorded on a shared Google Drive. Additionally, the Chair, Director, and faculty uploaded documents regarding assessment, curriculum, program review of Criminal Justice and Crime and Justice Studies, and Self Design into Google folders on Google Drive and made them available to all departmental faculty. Ongoing monthly departmental meetings, with weekly check-in as needed, are facilitated through Zoom.

Dr. Tara López had HSS faculty participated in a faculty retreat in the fall of 2020 to facilitate more communication in the department.

### D. Team Spirit

HSS/AFM: The fusion of HSS and AFM created opportunities for collaboration between the two departments. For instance, Dr. Robert Beshara will be teaching an FDMA "Film Scoring" class that will enable HSS students to take such a class for the upper-division, multi-disciplinary requirement. We also organized a committee to develop an Arts & Media emphasis. In Integrated Studies, which we will launch in the fall of 2021, there has also been a notable turnover in faculty, and the remaining faculty are collaborating on how we can best develop a shared vision for the department to move forward in a positive way.

## II. Challenges

### A. Enrollment

HSS: HSS has experienced a decline in “Unduplicated Declared Majors,” from 129 to 120. Unfortunately, HSS is now at a headcount of 97. This longer-term trend, compounded by pandemic’s hit in enrollment, and the aging New Mexico’s population, presents the department, and higher-ed as a whole, with the task of developing more strategic and sophisticated online recruitment, robust advising efforts, and more open pathways for older students to transfer in credits from the workforce and other institutions.<sup>1</sup>

AFM: AFM has experienced a decline in “Unduplicated Declared Majors,” from 14 to 12. Unfortunately, AFM now has a headcount of 12. AFM has experienced a 15% decline in headcounts this year and a 50% since 2019. This longer-term trend, compounded by pandemic’s hit in enrollment and the aging of New Mexico’s population, presents the department, and higher ed as a whole, with the task of developing more strategic and sophisticated online recruitment, robust advising efforts, and more open pathways for older students to transfer in credits from the workforce and other institutions.<sup>2</sup> We will be submitting a four-year Integrative Studies in Film & Media (B.A.) for approval in the fall. At present, we’ve led nine FDMA graduates to continue on with an FDMA emphasis in self-design and will be offering our third year of upper-division courses in FDMA this fall. We will also continue to expand on and off-campus dual credit opportunities with Espanola Valley, Pojoaque Valley, Mesa Vista, McCurdy, and Peñasco High School(s).

## B. Student Success

HSS/AFM: With the arrival of the pandemic, daily, face-to-face communication dissolved; however, committed AFM faculty communications and Peer Advisor email updates and instructive videos have put us on the road to encouraging more success among students. Moreover, prior to the arrival of the pandemic, students requested more online classes, and the pandemic has offered us the opportunity.

Nevertheless, more communication between faculty and administrators needs to be developed in order for more online courses to be offered to students. If we wish to capture returning students or those working full time, we need to offer more online and 8-week courses and improve the response time and quality of our student service interactions.

## C. Communication

HSS/AFM: The faculty-designed retreat in the fall of 2020 was successful, but faculty need to have a clearer idea of their expectations and their roles on committees. Moreover, communication with student services needs to improve as it is students’ first point of contact. Good, prompt customer service is necessary to survive in this trying environment. AFM Department continues to be challenged in maintaining adequate communications with students

---

<sup>1</sup> “Report: New Mexico’s Stagnant Population Trends May Require Funding Rethink,” *Santa Fe New Mexican*. April 30, 2021: [https://www.santafenewmexican.com/news/legislature/report-new-mexico-s-stagnant-population-trends-may-require-funding-rethink/article\\_d6f5361e-a8f8-11eb-8575-83ea33b2a7f3.html](https://www.santafenewmexican.com/news/legislature/report-new-mexico-s-stagnant-population-trends-may-require-funding-rethink/article_d6f5361e-a8f8-11eb-8575-83ea33b2a7f3.html)

<sup>2</sup> “Report: New Mexico’s Stagnant Population Trends May Require Funding Rethink,” *Santa Fe New Mexican*. April 30, 2021: [https://www.santafenewmexican.com/news/legislature/report-new-mexico-s-stagnant-population-trends-may-require-funding-rethink/article\\_d6f5361e-a8f8-11eb-8575-83ea33b2a7f3.html](https://www.santafenewmexican.com/news/legislature/report-new-mexico-s-stagnant-population-trends-may-require-funding-rethink/article_d6f5361e-a8f8-11eb-8575-83ea33b2a7f3.html)

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 2021-22 will be to garner guidance and support in the approval of our integrated studies AFM B.A. program.

#### D. Team Spirit

HSS/AFM: The faculty retreat in the fall of 2020 opened up communication; as we look forward to the post-pandemic landscape and the increasing challenges facing higher education at large. We must commit to a more accountable and forthright approach to shared governance. 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 as the community emerges from the pandemic. 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 requirement to address challenges

HSS: In this fledgling online environment, more digital and distance learning infrastructure is necessary.

AFM: Based on our current growth trajectory, AFM does not identify any additional budgetary needs for 21-22. 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

HSS/AFM: Looking forward to Academic year 2021-22, HSS/AFM have identified three major goals/objectives. Increase FTAC recruitment by 20%, Maintain 80% declared major retention, Increase dual credit participation by 15%. We also seek, to develop a more formal and comprehensive catalog for AFM integration into the B.A. in Self-Design, including expanded 300-400 level FDMA offerings.

#### B. Student Success

HSS/AFM: Faculty and staff will continue to provide regular advisory support throughout the academic year, with a special focus during pre-registration windows to ensure adequate academic progress. HSS/AFM staff and faculty will also endeavor to improve communication with advisees and prospective students through email/text by validating student contact information at the beginning of each semester and identifying and instituting a group text/SMS platform. We

will continue to explore ways in which we can connect students to jobs, through meta data analysis (Grays Associates), and researching trends in our respective disciplines. We will also continue to scrutinize the relevance of our current offerings in the context of our quickly evolving economic landscape, and commit to proactivity in our programmatic decisions.

#### C. Communication

HSS/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/communication with governmental and professional organizations, e.g., Local law enforcement and substance abuse prevention specialists, NM Film Office. HSS/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 identifying and instituting a group text/SMS platform.

#### D. Team Spirit

HSS/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. In 2021, we are also endeavoring to work towards a wholesale.

Department: Language and Letters

Responsible: Chair, Lori Franklin

#### I. Annual summary of activities

##### A. Enrollment

Language and Letters made efforts to recruit more students into the AA Liberal Arts program and to increase advisement among AA Liberal Arts students. With the help of a new Peer Advisor, we created four issues of an AA Liberal Arts Newsletter. The newsletter promoted the AA Liberal Arts program and highlighted courses, the *Trickster* Journal, and student voices. Every issue included quotations from current students and alumni, and one included a video interview with a recent alumna who discussed the value of the program and her successful transfer to a Bachelor's program.

Additionally, the department made efforts to increase outreach to advisees through text message communications and emails from faculty and the Peer Advisor. We increased our advisement sessions by 15% which helped support enrollment of these students. Based on feedback from the AA Liberal Arts Advisory Committee, the department met with advisors and discussed a new intake process with advisees. Advisors were provided with a welcome document which can be given to new students in advisement sessions with first year advisors. Additionally, the department will be offering an introductory course to increase contact with AA Liberal Arts

students early in their program of study. These efforts support retention in the program and thus enrollment in AA Liberal Arts courses.

Finally, to increase enrollment in our courses, department faculty continued efforts to become certified to teach online and to certify our courses. The Chair of the department has now been approved to teach online and gained Quality Matters approval for the WEB COMM 1130 Public Speaking course. Once the NNMC campus has reopened, this course can continue to be offered online to support enrollment in this key General Education course. Additionally, another faculty member has completed one of the CNM courses for certification and two faculty members will complete training within the next year, subject to the availability of in-house certification courses or of funding for external courses.

#### B. Student Success

The department made several efforts to support student success. Many of these efforts involved developing stronger assessment for program and General Education learning outcomes. For the General Education outcome of Communication, departmental faculty participated in a norming session during the Spring Assessment Day activities. Six faculty members graded three essays on the same topic using the new General Education rubric for Communication. This process helped identify some recommendations for the rubric and helped align standards for Communication. After the norming session, three faculty used the revised rubric to assess communication in ENGL 1110 courses. These results helped to identify areas for improvement in ENGL 1110 curriculum.

In program assessment, the department created new rubrics for all the program courses where assessment will be conducted. The new rubrics are more thorough and aligned to create comparable data that can better inform areas for improvement moving forward.

To support student success in developmental and college level composition courses, department faculty collaborated to create a document that indicates the focus of each course in the sequence. This effort will better align the instruction across sections so that students are better prepared for the next course in the sequence. This effort indicated a need to revise the student learning outcomes for ENGL 108N and ENGL 109NL. New master syllabi have been created to update the courses and incorporate the insight gained by this collaboration. These new syllabi will be implemented in the Fall 2021 semester.

Departmental faculty participated in professional development to support greater success in 8-week instruction. Faculty participated in a workshop during Fall Convocation, and five adjunct and full-time faculty members attended a virtual conference on 8-week success. Additionally, the chair is an active member in the 8-week implementation committee and created a “Student Success Tips for 8-week Courses” document as well as collaborated with other committee members to brainstorm on faculty concerns in implementing 8-week courses. Finally, the department hosted a Zoom meeting for full and adjunct faculty to share concerns and strategies regarding 8-week instruction.

#### C. Communication



Faculty held monthly department meetings to maintain communication among full-time faculty and staff. Agendas and minutes for all meetings are maintained in a shared Google folder. The Language and Letters shared Google Drive also contains folders on assessment, composition courses, program review, External Advisory Committee, and departmental syllabi. Departmental advisors have also started keeping an advisement log in a shared document to increase communication regarding students' progress as well as advisee lists with information about who is registered and who still needs to register. When students transfer out of the program, a record is kept now of what department they transfer into so that we may continue to track these students' progress.

Monthly meetings open to full and adjunct faculty were also held to maintain communication and support. These meetings provide opportunities for faculty to share information, strategies, and common concerns.

The AA Liberal Arts Newsletter helped the department communicate to the larger campus community activities within the department. Several issues featured news from the *Trickster* Literary Journal (call for submissions, invitation to join the editorial staff, new edition).

#### D. Team Spirit

To support team spirit, the department made consistent efforts to create opportunities to communicate and support one another through open meetings and collaborations. The norming sessions, collaboration to create the composition course sequence document, the common rubrics allowed faculty to come together and share ideas. Efforts were made to consistently express gratitude for hard work and to let faculty know that the virtual office door was open. Several faculty members with many years' experience teaching particular courses shared their Blackboard course shells with faculty who were new to the courses to create positive feelings among the department and offer support. Course materials were shared among faculty throughout the year for added support.

## II. Challenges

#### A. Enrollment

The number of declared majors in the AA in Liberal Arts showed a decrease in the Fall 2020 semester with 35 students (compared to 44 in Fall 2019) and a slight decrease in Spring 2021 with 22 declared majors compared to 23 in Spring 2020. Language and Letters experienced challenges to enrollment due to student's dissatisfaction with remote courses and personal difficulties due to the pandemic. However, numbers remained relatively steady with the convenience of online course offerings and increased 8-week course offerings.

The department faced challenges with graduation headcounts, which dropped from 10 in FY 19/20 to 4 in FY 20/21. This decrease was most pronounced among Peñasco dual credit students. Although Language and Letters has continued to partner with Peñasco and advise dual credit students, some Zoom classes were not available to students due to changing high school

schedules. The Peñasco advisor has indicated that the number of graduates should be higher next year as students and faculty bounce back from campus lock down.

#### B. Student Success

Many students struggled with remote learning and the transition to 8-week courses. Faculty experienced lower than normal retention in courses and increased student lack of participation and ability to keep up with the accelerated pace. To meet this challenge, faculty are receiving training on online instruction and 8-week course success as well as sharing ideas on how to engage students and increase learning. The Writing Center also has adapted to the remote environment to help students cope with the changes in course delivery.

Faculty have been challenged to meet the grading demand of accelerated courses and new format of online course delivery. The grading burden is especially severe and labor-intensive in composition and other courses with a writing emphasis. These challenges have made it difficult for faculty to provide steady feedback to students to help them succeed. Faculty are developing templates, rubrics, and strategies to address this challenge.

#### C. Communication

The department has faced the ongoing challenge of communicating remotely due the continued campus closure. To meet this challenge, faculty have been asked to establish regular communication with students, through Zoom office hours, Zoom classes, emails, and announcements throughout the course. Additionally, faculty are asked to communicate with students in a reasonable response time and stay committed to that goal. Advisors have communicated through email, phone calls, and text messages to increase outreach to students despite the remote environment.

Without the advantage of daily in-person interaction with each other, faculty and staff have been challenged to maintain communication and collaboration. To address this challenge, all faculty and staff respond to email communication quickly (almost always within 24 hours). Faculty take advantage of Zoom meetings to share documents, Google Drive, and Google docs to collaborate on departmental efforts. Department Chair and Administrative Assistant have weekly virtual meetings to discuss assignments and deadlines for the week.

#### D. Team Spirit

With the isolation of working from home and the extra work of adapting to online instruction and 8-week courses, departmental faculty and staff have been challenged to maintain healthy team spirit. To meet this challenge, departmental faculty and staff are committed to listening to each other and showing compassion and support. Regular check-ins and safe spaces to express frustration have helped the department to weather the current storm. Three departmental faculty participated in the campus-wide Team Spirit Initiative Summit Groups to deepen the conversation about moving forward and building strategies to foster team spirit.

Reminding each other how deeply the department believes in NNMC students, the mission of the college, and the role of the liberal arts has helped as well. The meeting with the External

Advisory Committee was instrumental in emphasizing the value of liberal arts, and the conversation was helpful and stimulating. The ideas and values that were shared provided direction and restored some of what had been challenged by a rough year of isolation and changes.

Another ongoing challenge to team spirit has been the decrease in departmental faculty. With the recent decrease of two full-time faculty and one full-time lecturer, the department is struggling to complete additional work with fewer faculty. The department has focused on developing assessment methods, online instruction, 8-week course schedules, increased advisement, formation of an external advisory committee, increased recruitment and curriculum revision. These efforts are time consuming and difficult to maintain with fewer full-time faculty.

#### E. Budget requirement to address challenges

In the Spring 2021 semester, Language and Letters offered 35 courses with 7 of those courses covered by full-time faculty or 20%. This means that 80% of Language and Letters courses in the Spring 2021 semester were being taught by adjunct faculty. This ratio does not support departmental ability to grow and sustain programs and course offerings. Funding to offer a full-time position, which will only partially compensate for the loss of two of our full-time faculty positions, is desperately needed. Cost is estimated between \$50,000 and \$60,000.

### III. Future Projects

#### A. Enrollment

Departmental faculty will work on developing curriculum for the *Trickster* editorial courses and the core courses within the AA Liberal Arts to increase enrollment. Three new courses will be developed to solidify the editorial staff for *Trickster* and possibly build a certificate degree. Additionally, based on feedback from the AA Liberal Arts Advisory Committee and the Program Review Committee, the department will develop pathways to provide some options for the elective requirements and revisit the LLLA 1101 Foundations in Liberal Arts course and a possible new introductory course. These curriculum changes will be discussed with the External Advisory Committee at the annual meeting in February 2022.

Departmental faculty will continue increasing advisement outreach through emails, text messages, and phone calls. This may involve more interaction from the Peer Advisor and the Administrative Assistant. Departmental advisors will continue maintaining the advisor log to track student progress and the rate of advisement sessions. The department will follow up on progress with the new intake process and welcome document.

The department will continue partnerships with Peñasco and Upward Bound to support continued dual credit progress on the AA Liberal Arts program. Additionally, the department will reach out to the new dual credit coordinator to create an information Zoom event for dual credit advisors at local high schools.

Departmental faculty will continue progress on completing training to be certified to teach online. Once approved, faculty will submit LLLA 1101 and ENGL 2310 Creative Writing for Quality Matters review. Once these courses are approved, all four core courses of the AA Liberal Arts can be offered in WEB delivery.

#### B. Student Success

Faculty will address areas of improvement identified through 19/20 Assessment Cycle. In the General Education assessment of Communication, the data revealed students scored lowest overall in “Evaluation and Production of Arguments.” Prior to the fall semester, ENGL 1110 faculty will meet to discuss these results and develop strategies to address these areas of improvement.

For Program Assessment, faculty determined that a better approach would be to separate written and oral communication, currently combined into PSLO 1. This change would enable the selection of a composition course for written communication to more accurately gauge students’ progress. Additionally, for PSLO 2, students scored very high. This was partly due to a strong group of students, but the assignment that was chosen for assessment may not be the best measure. Prior to assessment in Spring 2022, faculty will work to identify a better instrument to measure PSLO 2. For PSLO 3, students need improvement in understanding the concept of a liberal arts education. Faculty will work to integrate more discussion, practice, and application of this abstract concept to support greater student success. (See Appendix IV and V for additional information on Assessment AY 20-21 and Assessment Plan AY 21-22.)

To support greater student success in the ENGL 1110/109 corequisite courses, four faculty will participate in a redesign project. Faculty will meet with experts from Amarillo College for training on course redesign and success in 8-week corequisite courses. Then, faculty will collaborate with each other and curriculum design specialists to redesign the courses for implementation in the Spring 2022 semester.

#### C. Communication

Departmental faculty will continue regular monthly meetings with full-time staff and faculty and open meetings with all faculty (adjunct and full-time) to facilitate regular communication. To make these meetings inclusive, they will be offered in-person with remote access. Additionally, the department will continue to support open communication by taking advantage of Google Drive for agendas and minutes, assessment documents, program review progress, external advisory committee activity, and course syllabi. Faculty and staff will take advantage of Google docs to share information and collaborate on documents in progress. Advisors will maintain the advising log and updates on the registration status of declared majors. Faculty and staff will stay committed to timely responses to emails and clear and constant communication with students.

Departmental staff and faculty will continue publishing editions of the AA Liberal Arts Newsletter to highlight departmental news, events, the Writing Center, *Trickster*, and student and alumni success. Departmental faculty and staff will work with the Creative Director of Communications and Marketing to increase social media and website presence.

#### D. Team Spirit

As campus reopens, departmental faculty and staff will enjoy a boost to team spirit with opportunities to interact face-to-face with students and each other. These opportunities will nurture connections to each other and relieve the stress and isolation of all working remotely.

Additionally, the department will have more opportunities to plan live events, such as a *Trickster* reading event, advising events for students, live norming sessions for composition faculty, social events for the department, and events celebrating published authors within the department.

Department of Teacher Education

Dr. Sandra Rodriguez, Chair; Associate Professor

#### I. Annual summary of activities

##### A. Enrollment

Enrollment numbers for the Department of Teacher Education have increasingly stabilized over the past three years. In the fall of 2018, there was a total of 97 students enrolled, marking a 29.33% increase in students from the previous academic year of 75 students. Enrollment numbers decreased 14.43% between the fall of 2018 and spring 2019. Student enrollment slightly increased 6.02% during the fall 2019 semester and then decreased 3.4% again during spring 2020. A 9.57% increase in the fall 2020 semester and a decrease of 10.58% in the spring 2021 semester.

Unduplicated Declared Majors-% Change by Semester					
Fall Semester	Student Enrollment	% -/+	Spring Semester	Student Enrollment	% -/+
			2018	75	-2.5%
2018	97	+29.33%	2019	83	-14.43%
2019	88	+6.02%	2020	85	-3.4%
2020	94	+10.58%	2021	85	-9.57
	3-Year Trend			3-Year Trend	
Fall 2018-20	93		Spring 2019-21	84	

The enrollment trends for each of the majors by field and degree indicate the following- The Alternative Licensure Certificate (ALP) majors have remained steady for the past three years, with

19-20 students total in the program. The students in the ALP program do not take coursework that is unique to the certificate program but are courses required within the BA Elementary Program. The mandated New Mexico Public Education Department (NMPED) teacher competencies are the same competencies, which must be addressed for all the licensure programs. With the strategic alignment of competency areas in the coursework and the alignment of courses within the specific licensure programs, we have been able to maximize our resources.

The AA trends for Early Childhood and Elementary Education have realized a 50% decrease in enrollment. The numbers in the AA programs may reflect more students enrolling in the community college programs due to state-wide initiatives to increase the number of transfer articulation agreements between the two and four-year institutions.

The BA trends in the Early Childhood Program indicate a steady increase, while the BA trends in Elementary Education indicate they are stable. 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 stable BA enrollment numbers.

<b>Unduplicated Declared Majors by Field and Degree</b>							
	<b>ALP ELEM</b>	<b>ALP SECON</b>	<b>ALP SPED</b>	<b>AA ECED</b>	<b>BA ECED</b>	<b>AA ELEM</b>	<b>BA ELEM</b>
<b>SP 2019</b>	9	5	4	12	20	4	29
<b>SP 2020</b>	10	5	6	11	27	4	22
<b>SP 2021</b>	9	4	6	6	36	2	28
<b>3-Year Trend</b>	9.3	4.6	4.6	9.6	27.6	3.3	26.3

#### B. Student Success

Student success is measured by data collected in three areas; student graduation rates, student pass rates in the required teacher licensure exams, and employment. Graduation rates have continued to increase over the past three academic years. While the percentages have decreased between years, the overall increase from 2018-19 to 2020-21 is 38%.

<b>Student Graduation Rates</b>							
<b>Academic Year</b>	<b>Alternative Licensure</b>	<b>ECED AA Graduates</b>	<b>BA ECED Graduates</b>	<b>AA ELEM Graduates</b>	<b>BA ELEM Graduates</b>	<b>TOTAL</b>	<b>% -/+</b>
2018-19	8	7	3	8	5	31	+51.6%
2019-20	18	6	7	3	9	43	+27.9%

2020-21	8	8	15	9	10	50	+16.28%
---------	---	---	----	---	----	----	---------

Entrance and Exit exams are required for teacher candidates enrolled in any of the licensure programs; ALP- Elementary, Secondary, Special Education, BA- Early Childhood Education, and/or the BA- Elementary Education Program. The exams are not required for individuals enrolled in the BA programs if they do not plan to apply for a teaching license or work in an educational environment that does not require a teaching license. For those students who intend to teach in a public school, however, they must successfully take and pass all exams. Pass rates are required for state and federal reporting, program approval, and state and national accreditation. The data is from Title II Reports provided to NMPED and shared with the Department of Teacher Education for corresponding years.

<b>Graduating Licensure Students ONLY</b>				
<b>Academic Year</b>	<b>Alternative Licensure graduates</b>	<b>ALP Yearly Pass Rate #’s must be &lt;/= 10</b>	<b>BA Traditional ECED &amp; ELEM graduates</b>	<b>BA Traditional Yearly Pass Rate #’s must be &lt;/= 10</b>
2017-18	5	#'s too low for %	0	#'s too low for %
2018-19	4	#'s too low for %	8	#'s too low for %
2019-20	17	47%	10	20%
*The 3-year average- #’s must be </= 10	62%		00%	*No 3-year average- 0 graduates 2017-18

In the fall of 2020, the Department of Teacher Education conducted a student contact campaign to identify how many of the thirty-one 2019-2020 Bachelor of Arts in Early Childhood and Elementary and Alternative Licensure Program had been hired as teachers. We found that of the 31 graduates, 24 graduates were hired as teachers

<b>Fall 2020/Spring 2021 Graduates BA/ALP</b>	<b>Employed as Teachers</b>	<b>Not Current Employed</b>	<b>Employed outside of Education</b>
30	24	4	2
	80%	13.3%	6.6%

77% or twenty-four graduates were hired within a variety of schools and districts. Four (4) individuals were not currently employed (12%) and two were employed in a field other than

education (1%). This was the first year we had collected departmental data specific to licensure and non-licensure program graduates.

#### C. Communication

During this COVID environment, measures to support active communication were difficult. 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. Measures were taken to engage in departmental meetings via ZOOM weekly and to stay in touch via email and phone. Faculty and staff were required to forward their office phones to personal phones and an expectation that all emails were addressed within the 8-hr day.

#### D. Team Spirit

Maintaining a level of Team Spirit was a challenge. Hardships shared between students, faculty, and staff were often heart-breaking. The expectation that we still had an obligation to serve our students, while difficult at times, was realized as evidenced by student engagement in courses and communications through email, phone, and ZOOM. I recognize the extraordinary efforts of all the faculty, staff, and students in the Department of Teacher Education, and I extend to them a debt of gratitude.

### II. Challenges

#### A. Student Enrollment

Student enrollment in the AA programs has been identified as a challenge. The need to actively engage in targeted recruiting efforts is a must if we aspire to build robust education programs. There is also a need to provide positive and supportive interactions with new students and help them transition into the college environment. There is a need to specifically focus efforts on providing students with strong support in advising, program planning, and financial supports. A dedicated coordinator of student services in the Department of Teacher Education is warranted.

#### B. Student Success

The one striking challenge the Department of Teacher Education is with the licensure students' ability to meet the pass rates for the licensure exams. In order to address the low pass rates, significant support systems are required. Materials, tutoring, and an increased focus on the exams need to be established. Student vouchers were purchased and provided as available to students that completed self-paced tutoring services, but funds are limited and scarce. Students pay an average of \$150 per exam, with Elementary licensure requiring seven exams, Early Childhood four exams, Secondary licensure five exams, and Special Education five exams.

#### C. Communication

Supporting a culture of mutual respect between faculty, students, and administration college-wide has been a challenge during the year of COVID. A transition plan that is cognizant of a need to fully support the College and departments in focusing and completing tasks that are required to grow an institution and programs is needed. The frustration and ill-will caused by emails going



unanswered for days, if at all, and the limited if any access to individuals by phone will continue to be a challenge.

#### 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

The budget for the Department of Teacher Education does not currently recognize the need for both faculty and staff positions that will support the work involved in college-wide departmental requirements, program approval requirements, and program state and national accreditation. The amount of work required to maintain program approval is ongoing work since the Legislative body is constantly making changes, as is the NMPED. These changes must be made to all licensure programs, which means the changes must also be submitted and approved by several other agencies, including our own Curriculum Committee. In addition, state and federal accreditation requirements mandate that supporting data must be collected, analyzed, and reported to support the programs as approved by NMPED. The data required is extensive and cumbersome to collect and report. Every fall, Title II data is collected and submitted, as is NMPED reporting. In the spring, the Title II data collected in the fall must be analyzed and submitted, and the national accreditation annual data collection, analysis, and report must be submitted to CAEP and updated on the department website.

Funding is needed to sustain a data manager/analyst, coordinator of student and faculty services, a director of field placements, and full-time faculty that can also support and manage the three major licensure programs- BA Early Childhood, BA Elementary, and the Alternative Licensure Programs. Each program is unique and requires someone that can dedicate time to building each of the programs.

### III. Future Projects

#### A. Enrollment

The need for continued financial support for students is needed. There is a collaborative partnership with the Española School District to offer coursework leading to a TESOL endorsement and placement for our student teachers that include stipends and employment. A proposal has been submitted to the Chama Independent School District to offer TESOL coursework to their teachers.

The Department of Teacher Education received its second round of funding for scholarships in 2020-21. An award of \$52,503.00 supported 23 teacher candidates in 2019-20, seven recipients graduated that year, and 14 recipients returned for the 2020-21 school year for a 95.6% retention rate. In 2020-21, 52 students were awarded scholarships, 18 students graduated, and 23 students are registered for the 2021-22 fall semester for a 78.2% retention rate.

Academic Year	Total Award Amount	Students Awarded	Graduates	Retention Rate for Returning Recipients
2019-2020	\$52,503.00	23	7	
2020-2021	\$175,719.00	52	18	(14) 95.6%
2021-2022				(23) 78.2%

#### 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 a 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 both headcount and FTE decreased from AY 19-20 to AY 20-21.

Semester	Fall 19	Spring 20	Summer 20	Fall 20	Spring 21	Summer 21
Student Headcount	142	135	52	129	116	48
FTE	127	120	N/A	112	102	N/A
SCH	1437	1460	N/A	1173	1304	N/A

During the COVID-19 shutdown and associated campus closure, many of the normal BCES functions were limited and offered remotely. This resulted in a lower enrollment for AY 20-21. While student headcount decreased semester by semester, the Fall 2020 saw an almost 300 student credit hour decrease. Biology, Chemistry, and Environmental Sciences Department (BCES) is currently unaware of the reason for this decrease other than COVID. Spring 2021 did rebound to 1304, which is still about 150 SCH lower than the previous year. The rebound in SCH may include the offering of ENV 2130, which is a required part of general education for STEM majors.

Biology and Environmental Science do a great deal of recruiting in lower-level courses. With the change in general education to require only four credit hours of lab science, our department's exposure to students has been decreased. Many students transfer into the department after starting off as declared majors in other areas. The pandemic may have forced many students to stop out, as opposed to changing their major and continuing with their education.

Within Radiation Protection, successful recruitment of applicants to the Competitive Academic Opportunity (CAO) resulted in 19 applicants. This was far more successful than the previous year. Out of the applicant pool, eight students have been selected, offered, and accept the CAO. With the official approval of the Nuclear Operations Technology program, five students lack only two classes to finish the program, and two are starting their second year. Two students will be part of the 3<sup>rd</sup> cohort.

As a department, BCES anticipated a decrease in student enrollment within the department. Lab sciences necessitate an in-person experience to truly energize and excite students. While the addition of virtual labs and simulations has helped, they are not equivalent substitutions. The department anticipates once faculty and staff return to campus, the enrollment numbers will improve.

#### B. Student Success

Major challenges in student success continue to be within lab portions of the science courses. BCES faculty have implemented online lab components, including Labster, JoVe, and a variety of freeware simulations. While many of these resources are highly valuable, they do not truly replace the lab experience. In addition, concepts that are traditionally difficult for students continue to be a challenge for students learning remotely. Chemistry is such an area with the combination of math and scientific concepts; students continue to struggle in this area. The availability of some adjuncts also compounded these challenges.

Continuing with assessment in AY 20-21, BCES was able to perform the student learning outcome assessment for Biology, Chemistry, and Environmental Science. The only program that is deficient in assessment reporting is Radiation Protection. A major reason is 50% of the courses are offered by an adjunct.

#### C. Communication

BCES faculty and staff met on a monthly basis via Zoom to discuss departmental business. Two faculty members developed campus access plans to utilize their on-campus labs. Faculty were able to share resources and coordinate efforts that have been limited due to the closed campus. When campus access was permitted, faculty attempted to start research programs back up. These efforts were limited by the shutdown of campus in late fall 2020.

The Biology program established an External Advisory Committee (EAC), which included members from LANL, consulting firms, and other academic institutions. This committee approved the charter document and discussed roles within EAC. The initial discussion was based on current program strengths and potential for growth. This included the areas of bioinformatics. With the 20-21 Perkins grant, GE 207-208 was converted to a teaching computer lab. This lab can be used to improve bioinformatics components in the Biology program.

The BCES Department continues to collaborate with LANL, N3B, INBRE, NIH, and Greenroots Institute for a variety of objectives. Most notably, NNMCM partnered with N3B for the creation of the Associates of Applied Science Nuclear Operations Technology program. Many of these collaborations have produced benefits for the students and the institution and can be further celebrated.

#### D. Team Spirit

A major improvement to Team Spirit was the addition of a Program Coordinator for Radiation Protection. The addition of this position decreases workload of the Chair and Faculty working with LANL contracts. One tenure track faculty member was granted a promotion to Associate Professor. This is the first successful promotion under the new CBA and tenure requirements. This is pivotal since this next year, there will be two junior faculty members applying for tenure and now have a successful example for the process. Finally, the use of Cares Act money to help with many of the challenges of working remotely assisted with team spirit. With Cares funding NNMCM was able to purchase JoVe at no cost to students. Graphics tablets were purchased for faculty to assist working from home.

## II. Challenges

### A. Enrollment

COVID has exposed many of BCES strengths as weaknesses in current conditions. BCES historically has conducted intrusive advisement. This includes encouraging advisement to majors during class time. In addition, casual encounters in the building can lead to informal advising. Many of these methods that create a very welcoming environment but are eliminated with distance learning. Many students are not well adapted to respond to email and do not care for online courses. As a result, many have chosen to wait until in-person courses resume. Similarly, the charisma of professors in and out of the classroom serve as a recruitment method for the programs for undeclared students and those changing their major. This method is very limited with distance learning and electronic communication.

There was a decrease of 13 students which was a 9% decrease in total headcount from AY 19-20 to AY 20-21. Faculty have attempted to address this decrease by increasing advisement by email, Zoom, and phone. However, without college phones, some faculty are hesitant to use personal cell phones. Faculty regularly use college student lists to send out registration and advisement reminders. This has allowed those students who regularly use their email to stay in contact with their advisor. However, many students have been unresponsive and new advisement methods will be needed to ensure higher rates of retention and recruitment.

### B. Student Success

Assessment is a work in progress and the BCES department continues to reinforce a culture of assessment. Many senior faculty members remember assessment software the college previously utilized. While this specific software is certainly out of date, a current version of an assessment management software would greatly benefit the department. Ideally a software that would track assessment schedules and send reminders to faculty and chairs to report assessment data. In addition, this would create a repository for assessment that can be accessed easily by faculty and staff.

Adjunct faculty members who have not been effective during campus closure and distance learning have not been scheduled for Fall 2021 courses. This has been a challenge because some have had a lengthy relationship with the institution and at some point, may be needed to teach again when courses are in person. Part of both the Biology and Environmental Science bachelors' programs require URE and Capstone courses. With limited campus presence students have struggled to meet these course requirements and do not obtain the full experience of these courses when they are taken remotely. Interruptions from campus closure after approval of campus access plans compounded these issues and left faculty scrambling to figure out how students can still complete these courses.

### C. Communication

Faculty and staff regularly attended departmental meetings and collaborated effectively. On an institutional level, many questions were delayed or unanswered. Faculty and staff were aware and understanding of the uncertainty of the situation. An example was while planning the

schedule for the Fall 2021 semester, it was unclear if in-person classes were allowed. At the time, it was unclear to faculty and staff how to plan Fall 2021, also with the understanding that the situation was dynamic, and administration could change campus access.

Working at a distance has been a challenge with communication outside the department with the Business Office, Purchasing & Receiving, and Facilities. Without a constant presence in receiving some temperature-sensitive supplies were almost compromised because the staff were not aware they had arrived and were not placed in a fridge. A large shipment of computers purchased under a Perkins grant was not received by Northern for unknown reasons and had to be returned because they were not received by the deadline for reimbursement from the grant.

With campus re-entry, faculty have attempted to work with Facilities to have major issues resolved. Historically when a ticket is written, the issue is normally minor, and Facilities is fully staffed and can complete the ticket in a timely manner. During campus re-entry, the GE building lost its air conditioning. With limited staff and resources, it took some time to restore the air conditioning. The communication between facilities and the department could have been better, with status updates and expected completion dates.

#### D. Team Spirit

Faculty actively followed procedure to obtain campus access. While in terms of procedure and policy, the access was granted, and faculty had no concerns about this. There were, however, many concerns about the reality of re-entry to a campus that had a minimal presence for extended amounts of time. There were issues of cleanliness, resources, and infrastructure that became apparent. These institutional shortcomings resulted in faculty frustrations and lost research/instruction time. Faculty are in constant contact with colleagues around the country at other institutions with different policies in place. Questions often arise as to why NNMC has certain policies while other institutions within the state have very different policies.

BCES Faculty enjoy teaching and interacting with students. Faculty are also very concerned about student health and safety. This creates a conflict where faculty want to return to the classroom and facilitate student success but recognize the limitations under these circumstances. This conflict has been difficult on faculty and staff morale, along with the uncertainty of the situation.

#### E. Budget requirement to address challenges

Cares Act funding helped a great deal this last year. It helped BCES with resources for distance learning labs. If NNMC is to continue teaching remotely, funds will be needed to continue Labster, JoVe, and other subscriptions. This could reach \$15,000-\$20,000 annually.

Laboratory equipment always improves instructional quality, student experience, and faculty morale. Improvements to the Cancer Cell Biology lab would include the purchase of a laboratory vacuum pump dedicated to sterile work (\$7,000) and a portable emergency power system (\$7,000) to ensure supplies are not lost during power outages.

As campus presence increases, more and more problems will arise due to buildings, equipment, and supplies that were left unused. An increase to repair and replace budget lines for facilities and academic departments will be needed as almost 1.5 years have passed since many items have been used. In addition, laptops and some electronic devices have been heavily used by faculty and staff during this time and may need replacing.

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, four 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 a “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 to 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.

### III. Future Projects

#### A. Enrollment

BCES will continue to collaborate with LANL, N3B, INBRE, NIH, and the Greenroots institute. The five-year contract with LANL is in its 4<sup>th</sup> year and will soon expire. BCES will re-engage with LANL for the possibility to continue the pipeline contract. The continuation of the pipeline will ensure full funding for up to ten RDPR students. The three-year contract with N3B expired and BCES is currently working with N3B to create a new contract. This will guarantee the enrollment of five apprentices per year in the new Nuclear Operations Technology program. INBRE will continue to fund research and student URE courses within Biology. With the expertise of the newly formed Biology EAC, the Biology program will explore the potential within the area of bioinformatics. This could bring funding, resources, and career paths for students who do not want to pursue graduate school in biology. Working with the Greenroots institute will allow the Sostenga farm to be properly managed for the next year. In addition, Greenroots wants Sostenga to be a classroom farm, and collaboration will allow ENVs courses to benefit from this collaboration. The intent is to recruit students interested in traditional agriculture to NNMC.

Finally, an EAC will be created for the Chemistry program. The creation of this EAC will allow Chemistry to develop a mission that is more than just support for the Biology program as it currently is. The goal will be to understand local workforce needs in chemistry as a way of improving enrollment within the program.

#### B. Student Success

The BCES department will continue to close the loop on assessment and make informed improvements to curriculum and course design. In conjunction with all the efforts listed in enrollment, BCES intends through partnerships, to increase student opportunity.

With curriculum redesign in Biology, cohorts will be more easily created, allowing for a regular class rotation to be established. This will allow for an assessment schedule to be set and followed for years to come. This will allow faculty to understand assessment expectations not only for the immediate semester but for years to come. In addition, students will be able to know regular course rotation, plan multi-semester academic plans and hopefully increase on-time graduation rates.

#### C. Communication

With a return to campus, BCES faculty and staff will set a retreat session to address lessons learned from time working at a distance. For the foreseeable future, faculty will be on campus on a limited basis. BCES will look to see how best it can communicate internally and with the institution. Google Drive will continue to be used to share electronic documents and store important data.

A new effort will also focus on communication with students. Recognizing that remote work will be a reality for some time, electronic communication will become more important. Some faculty have implemented Slack and other resources into their courses. The faculty will further explore ways to communicate with students more effectively. Heavy dependence on invasive advisement will have to be augmented with other forms of electronic communication.

#### D. Team Spirit

BCES will continue to explore and take advantage of all professional development opportunities for faculty and staff. Returning to work within on-campus labs will increase faculty morale and help students complete their URE and Capstone requirements. BCES will also pursue all reasonable funding opportunities for faculty and student support. BCES looks forward to the hopeful funding of the Title III grant, which will provide release time, course development funds, and lab equipment. In addition, the hiring of proposed support staff in the grant will lighten the workload of faculty and current staff.

Department of Engineering and Technology  
Chair: Dr. Sadia Ahmed

#### I. Annual summary of activities

The Academic Year (AY) 20-21 had been a relatively busy year for the Department of Engineering and Technology (DET) that showcased some achievements and successes in accordance with the NNMC strategic direction. DET faced its challenges as well in the fall of 2020 and in the spring of 2021. The annual DET activities are presented below according to the NNMC strategic direction.

##### A. Enrollment

The DET enrollment decreased in AY 20-21 in comparison to the previous years. Both the Electromechanical Engineering Technology (EMET) and the Information Engineering Technology (IET) programs graduated a significant number of students in the Associate and Bachelor degrees



within the last three to five years. The enrollment of new students did not significantly increase in resulting in an overall decrease in enrollment.

To address this decrease in enrollment, the DET faculty created several pre-requisite-free engineering courses to attract dual credit students from the High Schools. These courses have been offered in fall 2020 and in spring 2021.

There has been a significant effort to update the existing articulations between NM two-year degree programs and NNMC DET BEng programs. Efforts have been made to create new articulations between other NM two-year degree programs and NNMC DET BEng programs to attract more transfer students. During fall 2020 and spring 2021, there had been an increase in transfer students. However, this increase still did not increase the overall student enrollment significantly.

DET held meetings with NNMC advisement team members. The purpose of this meeting was to inform the NNMC advisement team of the pre-requisite-free courses that the new students can register in their very first semester at NNMC.

#### B. Student Success

DET programs received official communication from ABET about accreditation status at the end of August 2020. The BEng EMET program received its first-time accreditation, while the BEng IET program received reaffirmation of accreditation. Both of these accreditations are key to student success during their studies at NNMC and afterward in their professional fields. ABET accreditation ensures that both the IET and EMET programs follow student-centric rigorous curriculums. On the other hand, employers require engineering technology graduates from ABET-accredited programs for employment.

Both EMET and IET faculty members continued to advise students over emails, Zoom meetings, and phone calls during the COVID campus closure closely. A number of full-time working students found it more convenient to take remote classes that matched their work schedule. This resulted in a few students coming back to the DET programs to complete their degrees. In addition to advising, peer tutoring continued to be provided over Zoom meetings to ensure student success.

Class schedules are created to match the student's needs. The NNMC wide effort to offer 8-week courses resulted in offering of several IET and EMET courses in an 8-week format in fall 2020 and in spring 2021. This strategy helped students take more credit hours per semester to expedite their graduation timeline.

New courses have been offered to both IET and EMET students. These new courses such as Python I, Python II, Solar Energy I, and Solar Energy II, helped students meet their elective course requirements. These courses also helped dual credit students meet their college credit hour needs.

In addition, both EMET and IET program curriculums have been reviewed and revised to remove courses and credits that may pose as roadblocks to student success and completion of their degrees. Removing Calculus I and II from the Pre-Engineering degree program is one example.

#### C. Communication

DET has established good communication between students and its faculty, among faculty, and between the chair and all faculty. As a result, students communicate their concerns freely. The faculty can raise various concerns that may be addressed within the DET, during departmental meetings, and during separate individual meetings. In some instances, the DET faculty or DET concerns are brought to the attention of other NNMC chairs during the ACD meetings.

Student concerns are resolved among students and faculty. However, in some instances, the student may raise concerns with the Student Affairs Office. Then the DET faculty and/or DET chair engage in addressing such concerns and resolving them.

The External Advisory Committees meetings were held for both EMET and the IET programs in spring 2021. The committee members addressed future curriculum changes for both programs to meet current industry needs.

From enrollment to advisement to graduation and to finding jobs after graduation, DET faculty assist DET students. Various internship opportunities are available for students that are conveyed to the students on a regular basis.

The DET chair collaborated with other NNMC departments to establish internal NNMC articulations to receive students from other NNMC departments into the DET programs.

#### D. Team Spirit

A few of the DET faculty members completed training in online course offerings. This encouraged and energized faculty members to offer and promote online DET courses in the future.

Faculty are brought together in regularly held bi-weekly departmental meetings where they are encouraged to communicate and discuss various concerns. In addition, individual one-on-one Zoom meetings were held between faculty and the chair to hear and resolve their concerns. This type of open communication enhances the faculty team spirit.

### II. Challenges

The offerings of fully remote classes for both the EMET and IET programs created many challenges. Many students did not have access to the appropriate computers and software required for their classes. In addition, many students, along with DET faculty members, had issues with poor to no Internet access. The absence of adequate full-time IET created additional loads on the chair.

#### A. Enrollment

Remote classes offered through fall 2020 and spring 2021 reduced enrollment to a certain extent. A number of students in both programs did not prefer the remote environment and decided to skip semesters until campus reopened.

Transfer students are often confused about which courses they need to take at NNMC to complete their bachelor's degrees. This resulted in hesitancy among transfer students joining the NNMC DET programs. More clear articulations need to be established between the DET programs and other institutions.

Also, NNMC advisement needs to better handle the transfer students in order to transfer all their applicable credits from other institutions to be added to the DET programs. Upper-level courses need to be offered regularly to graduate the transfer students in a timely manner. This is often not possible due to the lack of faculty, especially in the IET program. Lack of IET faculty also created hesitancy in future students joining the IET program.

#### B. Student Success

Both EMET and IET faculty members continued to closely advise students over emails, Zoom meetings, and phone calls during the COVID closure in fall 2020 and in spring 2021. This generally increased faculty workload. This method of advisement was hard on students, too, due to misunderstandings and miscommunications.

Lack of IET instructors led to not offering courses regularly. This, in turn, hampered student success in completing their degrees on time. Tutoring over Zoom was difficult for both the peer tutors and students. Engineering is a more hands-on discipline and requires face-to-face and hands-on tutoring.

Adjusting to the 8-week class format was difficult for students. Students were often unable to assess their course load of 8 weeks. It was also difficult for faculty to adjust to teaching 16-week course content in the 8-week time frame.

#### C. Communication

Communication over Zoom and emails is often misinterpreted by faculty/staff/students. During the remote environment, communication had been a concern. Communication over emails and Zoom sessions sometimes created misunderstandings among students and faculty.

The external advisory committee suggested curriculum changes could not be implemented right away due to the hard requirement of less than 25% change rule instructed by the HLC.

#### D. Team Spirit

There were concerns regarding one EMET faculty member. It was reported by other EMET faculty members that he was not completing his full-time faculty tasks diligently. There were several meetings held in regards to that. There were several emails and Zoom conversations held between the chair and the faculty in question and between the chair and other EMET faculty

members. Finally, with the approval of the Provost, this faculty member's contract was terminated prior to the beginning of FY 22. Handling this faculty issues was a big challenge.

Due to the lack of full-time IET faculty (except for the chair) member's, departmental decisions are primarily influenced by the EMET program and EMET faculty members.

#### E. Budget requirement to address challenges

The DET program would like to request the following amount for the following academic year.

Table: Budget request for FY 23

One EMET Lab Technician	\$20/hour for 20 hours/week	\$12,800
One IET Lab Technician	\$20/hour for 20 hours/week	\$12,800

### III. Future Projects

#### A. Enrollment

During the NNMC wide program reviews of both DET BEng programs, held in spring 2021, it was identified that DET needs to increase its enrollment significantly to match the I&G contribution from the state.

To address these major enrollment concerns, the DET will create several YouTube videos to reach out to NM and out-of-state students. Another effort will be made to place the DET programs in the Google search engine and other online sites. NNMC ABET-accredited programs are often unnoticed due to a lack of proper advertisements. Therefore, a significant effort will be made to increase the advertisement of these two programs.

Several courses and certificates have already been created to attract dual credit students from High Schools. More pathways will be created and established to get more dual credit students directly into the DET programs. In addition, after COVID, the plan is to regularly visit (once/twice per semester) the local area high schools, such as EVHS, to enroll their graduates into the NNMC DET programs.

Many students joining NNMC are non-degree students. Significant effort will be made to encourage these students to join in the DET programs through their scheduled visits to SERPA building labs, through presentations, and talking to the students.

#### B. Student Success

New students and transfer students are often confused with the required steps to take in joining the DET programs. They are also often confused about the expectations from them in terms of courses, graduation timeline, faculty advisement, etc. To address these issues and to clearly state student expectations and DET expectations of the students, a DET student guideline/brochure for the new and transferred students will be created. This will be in addition to the existing engineering handbook.

More peer tutoring will be provided to all students through the TITLE III grants. Student advisement will be made more rigorous so that the students are not lost in the advisement process and that they are taking the necessary courses to graduate on time.

Currently, DET broadcasts available job opportunities for both current and graduate students. Faculty members also assist students in applying for jobs. A new file has been created to retain graduated student contact information and their current job information. This information can be used to attract future students as well.

#### C. Communication

More frequent periodic broadcasts will be made to DET students about various issues/events/concerns. DET SERPA noticeboards will be used more frequently to update various events/issues/concerns regarding students, DET programs, and DET faculty.

Faculty will be encouraged to be more open with their concerns about students, personal job satisfaction, DET concerns, and any other concerns.

#### D. Team Spirit

In the event of any faculty leaving the DET programs, a void is created that often negatively affects the students. Students feel insecure about their degree programs. DET, with the help of the NNMC administration is putting an effort to retain faculty and boost the morale of faculty and students.

More communication will be established among students, among faculty, and between faculty and students through holding different DET events per semester.

Department of Mathematics and Physical Science

Chair: Dr. David Torres

#### I. Annual summary of activities

The AS and BS Mathematics Program Review and Recommendations were submitted to the Board of Regents in Fall 2020. An External Advisory Committee for the AS and BS degrees met in February 2021. Collaboration meetings were also held with the Department of Education and the Department of Engineering. Recommendations from the meetings were presented at a Program Review follow-up meeting. A Lecturer position was also added to the Department in Fall 2020 and responsible for teaching 28 credit hours per academic year.

#### A. Enrollment

Currently, the Department of Mathematics and Physical Science has four baccalaureate students in Mathematics and one associate-level student as of 7/1/2021.

#### B. Student Success

Faculty in the department have continued to teach courses remotely. Faculty are now familiar with Zoom meetings and building assignments within the online courseware WebAssign.

The Math Learning Center (MLC) continued to operate in Fall 2020, Spring 2021, and Summer 2021. The MLC covers all math and physics classes, business math, basic chemistry classes, and some engineering classes and offers Zoom tutoring. MLC 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. 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 continued the assessment of College-Wide Student Learning Outcomes and Program Specific Learning Outcomes (PSLO) in Fall 2020 and Spring 2021. To date, we have assessed all seven of our PSLOs.

Three NM-INBRE students and one NM-AMP student were mentored during the academic year. The courses and student credit hours taught by the Department were tabulated in Fall 2020, Spring 2021, and Summer 2021. In summary, 103 sections, 956 students, and 2875 student credit hours were taught during the three semesters, as shown in Tables 1-4. The 2875 student credit hours translate into 240 full-time equivalent students assuming each student takes 12 credit hours. If each student takes 15 credit hours, the 2875 student credit hours translate into 192 full-time equivalent students. The tuition and fees in one semester for one full-time student at NNMC is currently \$2382.60. Therefore, based on the courses the Department taught, the estimated tuition and fees that can be attributed to the Department of Mathematics and Physical Science is between \$457,459 and \$571,824.

*Table 1: Math courses*

Semester	Courses	Students	Student Credit Hours
Fall 2020	22	339	1211
Spring 2021	20	258	916
Summer 2021	6	62	205

*Table 2: Physics courses*

Semester	Courses	Students	Student Credit Hours
Fall 2020	5	52	104
Spring 2021	4	27	53
Summer 2021	3	6	12

*Table 3: Astronomy courses*

Semester	Courses	Students	Student Credit Hours
Fall 2020	4	76	152
Spring 2021	4	75	151

*Table 4: Physical Education courses*

Semester	Courses	Students	Student Credit Hours
Fall 2020	4	50	50
Spring 2021	5	21	21

### C. Communication

A meeting with the External Advisory Committee (EAC) was held in February 2021. A Los Alamos National Laboratory staff member, Espanola Valley High School Mathematics Chair, Eastern New Mexico University Mathematics Chair, and a previous NNMCM BS Mathematics student and Pojoaque Valley High School Mathematics teacher formed the EAC committee. The committee was impressed with the list of courses offered by the Department. The addition on of programming languages (such as Python) and data science courses and the creation of a Data Science major was discussed. Collaboration with local high schools and were was discussed as well as strategies that would help recruiting math majors.

Collaboration meetings were also held with the Department of Education and the Department of Engineering. As a result, the Math & Physical Science Department developed and taught a course to help educational students pass the Praxis mathematics examination. In addition, the Department developed the curriculum for a certificate in data science.

Departmental faculty were lead authors in “A low-cost computational approach to analyze spiking activity in cockroach sensory neurons” which was published in *Advances in Physiology Education* and “Modeling the influence of mites on honey bee populations” which was published in *Veterinary Sciences*. Faculty have also submitted a publication on pollen to *Aerobiologia* in May 2021 which included a NNMCM Mathematics baccalaureate student as a co-author. One faculty member also submitted “Linear regression of sampling distributions of the mean” to *PLOS ONE* in January 2021 which unfortunately was not accepted.

A faculty member was successful in certifying MATH 1220, College Algebra, as a web-based online course. Another request to certify MATH 1250, Trigonometry and Pre-Calculus, as a web-based online course is pending.

A faculty member served as Principal Investigator and Institutional Coordinator of the following grants: NM-INBRE grant (Principal Investigator) and NM AMP grant (Institutional Coordinator).

A faculty member served as a judge for the 2020 Annual Conference of the 4CS Section of the American Physical Society and the 2020 NM Alliance for Minority Participation Annual Student Research Conference in October 2020. He is completing two years of his three-year term on the Executive Committee of the Four Corners Section of the American Physical Society and is helping to organize the 2021 Annual Conference of the APS-4CS Section of the American Physical Society. The faculty collaborated with the Director of Student Success & Advisement to analyze current placement exams (Accuplacer) and proposed changes in the cut scores. The Updated Placement Procedures were sent to the Provost and Assistant Provost of Student Affairs on June 1, 2021.

To help student success and retention, several 8-week courses were offered in AY 20-21: College Algebra and Introduction to Statistics were taught as 8-week classes in Fall 2020; Fundamentals of Mathematics, Survey of Mathematics, Praxis Review, Intermediate Algebra, Introduction to Statistics, Introduction to Astronomy, and Conditioning were taught as 8-week classes in Spring 2021.

#### D. Team Spirit

Two faculty members are creating a newsletter for the math and science departments within the college.

Mathematics and Physical Science faculty served on the Faculty Senate, Tenure, Undergraduate Curriculum, CARE committee, Honors, Academic Standards, General Education, Sharing Governance, Personnel Committee, and Distance Education. Two faculty members joined the Sharing Governance group in Spring 2021.

Two faculty members continued their active involvement with NFEE. They completed a full-time salary study using CUPA and AAUP data. The study was presented to the Board of Regents in April 2021. They also continued representing full-time faculty in the Collective Bargaining Agreement (CBA) negotiations.

Faculty members volunteered to help Financial Aid in reviewing and evaluating scholarship applications in August 2020 for the 2020-2021 academic year.

### III. Challenges

#### A. Enrollment

Our primary challenge lies in recruiting students for the AS and BS Mathematics program. Many of our senior-level mathematics students have graduated and we have not received an adequate influx of 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 and the INBRE grant will help our recruitment efforts.

We have had some success in recruiting students 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.

#### B. Student Success

Students in department have graduated recently and continue their careers in several ways: teaching in secondary education, working at LANL and Sandia National Laboratory, or pursuing graduate studies.



### C. Budget Requirements

Our computers in the Math Lab HT 100 have been replaced using Title V funding. In addition, we have submitted requests for physics, astronomy, and geology lab equipment through the Title III grant proposal. However, if the Title III grant money does not materialize, we will request money for physics, astronomy, and geology labs at the next budget review meeting.

### III. Future Projects

#### A. Enrollment

We plan on submitting a Certificate of Data Science to the Educational Policy Committee in Fall 2021. Similarly, peer-reviewed articles will be submitted on research on the Pearson R coefficient and T-cell movement.

Department of Nursing and Health Sciences

Chair: Ellen Trabka

#### I. Annual summary of activities

##### A. Enrollment

Total enrollment decreased for the Department of Nursing & Health Sciences from fall of 2019 to Spring 2021.

Nursing & Health Science	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Headcount	149	136	123	105
FTE	130.63	115	130.36	87
SCH (16-week classes)	625	588.5	625	497 (8 & 16 week classes)

Associate Degree Nursing (ADN) Program enrollment remained stable at 43 students in the fall 2020. 2 students withdrew from the ADN program due to COVID-19 safety concerns. Fall to fall RN to BSN Program enrollment increased slightly from 11 (2019) to 15 (2020) students. Enrollment is expected to increase now that the BSN nursing curriculum is fully online. The BSN program engaged in an extensive focused marketing campaign with Funds (\$50,000) secured from the Nursing Enhancement RPSP. Advertisements appeared in local, statewide, and national nursing publications (both digital, print, email, and social media). A work study student was hired to assist with recruitment and data base activities. The program is currently offering 8, 10, 12, and 16-week courses and is working on developing a master schedule of 8 & 16 week courses for AY 21-22. Students will be able to complete the nursing curriculum in 15 months. This will enable the program to be competitive with other online programs and increase program enrollment.

The Nurse Aide Program course enrollment dropped as well, from 11 students to 5-6 students each semester in AY 20-21. COVID-19 related concerns may have negatively affected enrollment.

The Department of Nursing and Health Sciences participated in a partnership between Española Valley High School (EVHS), Española School District (District), LANL Foundation, and Presbyterian Espanola Hospital to explore the local health care workforce needs by providing easier and affordable access to health care education through establishment of an *Espanola Valley Healthcare and Nursing Careers Pathway Program* among the partner institutions. This effort is one way to increase enrollment.

#### B. Student Success

ADN: The program successfully returned to in person nursing skills labs and clinical practicums in the fall of 2020 while maintaining the safety of students, faculty, and staff in the midst of the COVID-19 pandemic. Despite the difficulties of teaching theory classes remotely via Zoom technology, faculty were able to maintain the integrity of the curriculum. The NCLEX-RN pass rates for the ADN Program improved, and met state and national benchmarks of >80% of first-time test takers passing the NCLEX-RN. The program regained “full-approval” status with the NM Board of Nursing and hosted a successful virtual accreditation visit with ACEN. The program retained full initial accreditation with ACEN.

Year	NCLEX-RN Pass rates
2018	62.96%
2019	69.23%
2020	81.25%

The nursing Student Success Coach developed and implemented intervention strategies designed to improve student success and persistence in the ADN program. Examples include the creation of individualized student success plans for students experiencing academic difficulty, and the creation of “tip” sheets geared towards student success. The Success Coach provided individualized support and success coaching for both Level 1 and Level 2 ADN students. Students could access these services either through the student self-referral process or through the instructor referral process. Communication with students took place while under pandemic restrictions via phone, email, and video conferencing. “Brown Bag Lunch” seminars were also hosted by the success coach at various times during the semester. Topics pertinent to student success such as time management, note taking, and study skills were presented during the 30-minute sessions. Additionally, a Nursing Student Success resource website was created in fall 2020 for students enrolled in the ADN Program. Information on this website contains a holistic approach for developing more effective ways to achieve academic success. Resources include strategies to improve study habits, time management, sleep hygiene, healthy lifestyle habits, and stress reduction strategies.

RN to BSN: The program was “endorsed” by the American Holistic Nurses Credentialing Corporation (AHNCC) as a holistic nursing education program. The program will be featured on the AHNCC website as a recruitment tool for students interested in holistic nursing programs. 100% of program faculty have completed the 11-credit CNM *Certificate in Online Teaching and Learning*. 100% of BSN faculty are credentialed to teach online. 100% of program courses have

been reviewed and approved by the Online Review Committee as meeting 85% of Quality Matters Standards.

#### 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, virtual office hours, student input Zoom meetings, and Program Governance Surveys provide 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. 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. SNA activities continued despite the pandemic restrictions, including fund raising events and planning for the annual Nursing Pinning Ceremony. After a year and a half of remote learning, the college hosted a small, COVID safe outdoor nursing pinning ceremony to welcome the 2021 graduating class of nurses into the profession! The level I ADN students in the medical surgical I clinical course participated in the COVID-19 vaccine clinic sponsored by the college. This clinical activity contributed to student confidence in clinical skill demonstration (giving injections) and promoted public health awareness among students.

For the RN to BSN program, NNMC hosted several virtual meetings of the Northern New Mexico chapter of the American Holistic Nurses Association featuring talks on herbal medicine and sustainable agriculture. Dr. Barbara Dossey presented her Theory of Integral Nursing in a virtual meeting for faculty and students. These events served to promote student faculty interaction, collegiality, and a sense of community.

### II. Challenges

#### A. Enrollment

The biggest challenge has been to sustain or increase enrollment in the Department of Nursing & Health Sciences, especially to sustain the online RN to BSN Program. The RN to BSN Program has worked to create a program schedule of shorter classes (8, 10, & 12 weeks) in order to be competitive with other RN to BSN Programs that promote student degree completion within as little as 15 months. It is difficult to estimate the effect of COVID-19 on overall student enrollment. Some students withdrew from the nursing programs due to the stress of COVID-19 and concerns for personal safety. 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.

#### B. Student Success

Challenges for the ADN program in AY 2021 included the resumption of face-to-face nursing skills labs on campus and in person clinical practicums in light of the COVID-19 pandemic; securing sufficient PPE; the delivery of specific skills lab courses remotely and the subsequent effect on student mastery of essential skills; continued use of computer based virtual clinical simulation; a reduced number of students in the clinical sites from eight to four students with the subsequent negative affect on student exposure to clinical practicum experiences; and proctoring remote computer based high stakes testing and the academic integrity of test results. ADN students who graduated in 2021 received the majority of their nursing education during the COVID-19 pandemic, with restricted access to clinical sites. Employers may need to provide increased training upon hire. The effect on NCLEX-RN pass rates is yet to be determined.

#### C. Communication

Challenges for AY 20-21 included 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.

#### D. Team Spirit

AY 20-21 presented reduced opportunities for faculty and student social interactions that serve to create a positive, collegial work environment.

#### E. Budget requirement to address challenges

Request \$30,000 for BSN Marketing to address program enrollment. Request \$20,000 to hire a consultant to develop and implement the Espanola Health Care Career Pathways Program to address Nursing & Health Science enrollment and health care career pathways opportunities.

### III. Future Projects

#### A. Enrollment

The development and implementation of the *Espanola Health Care Career Pathways Program* will increase opportunities for enrollment in health care careers, including increased dual credit opportunities. Identifying a person to spearhead this initiative will be essential to the success of the pathways program, as well as securing grant funds for development and implementation of pathway activities. This will necessitate a comprehensive marketing strategy by the college and department, and the development and implementation of additional academic pathways for students interested in a career in healthcare. Marketing funds secured through the Nursing Enhancement RPSP are non-recurring, although carryover funds from AY 20-21 may be available for additional marketing activities in AY 21-22.

RN to BSN: The program is looking to expand on integrative health elective course offerings in an effort to increase departmental enrollment that can help to sustain the program. The RN to BSN Program anticipates that recruitment and marketing efforts will eventually lead to increased program enrollment. Recruitment efforts need to be sustained in order to be effective. A business plan that details how the program will manage an increase in student enrollment will be developed.

ADN: The ADN Program is developing a LPN to RN Transition course so that the program can admit LPN's to level II of the program which will also increase program enrollment. Continued marketing activities are necessary to promote the program and maintain enrollment.

#### B. Student Success

RN to BSN: A CCNE accreditation report is due on 12/1/21. The Continuous Improvement Progress Report (CIPR), due year 5 of the 10-year accreditation cycle, demonstrates how the program continues to meet all CCNE accreditation standards and key elements. A Program Review Report is due this academic year.

ADN Program: Continue efforts to maintain 80% pass rate for first time test takers on the NCELX-RN exam. Resume in person teaching for all theory, skills lab, and clinical courses. An ACEN Self-Study Report and Site visit is scheduled for the spring 2022 semester. A Program Review report is also due this year. The ADN Student Success Coach will resume face-to-face student success coaching as of fall 2021. Student success seminars will be initiated in the fall 2021 semester. These seminars will require mandatory Level 1 student attendance. Topics will include areas identified by ADN program leadership as critical to student success.

Nurse Aide: The program will need to hire a new instructor to teach this course.

Allied Health degree: A Program Review report is due.

#### C. Communication

The department would like to maintain some level of remote working from home for faculty and staff. Faculty meetings via Zoom can be continued. Use of the Shared Drive via VPN can be continued for document sharing purposes.

#### D. Team Spirit

Hold a regular in person New Student Orientation fall of 2021 and Nursing Pinning Ceremony for Spring of 2022.

Technical Trades

Chair: Dr. Frank Loera

#### I. Annual summary of activities

##### A. Enrollment

The Technical Trades Department was created in Spring 2020 out of the Electrical Trades program that was transferred from the Department of Engineering and Technology with an Associate of Applied Science degree and certificate. During the Summer of 2020, a Department Chair was hired to continue the development of this department. A plumbing pathway was established with an Associate of Applied Science degree and a certificate in plumbing for Local 412 Plumbing and Pipefitting Union JATC apprentices. An additional plumbing concentration pathway was also established for non-apprentices and dual credit students centered at the El Rito Branch Community College campus. These pathways were approved by the Higher Learning Commission by August 3, 2020 and all programs are now eligible for federal financial aid.

With the programs accredited a Memorandum Of Understanding (MOU) was completed and signed to provide courses and certificate/degree pathways for the Local 412 Union JATC apprentices. MOU's with Central New Mexico College (CNM) in Albuquerque and the University of New Mexico (Los Alamos Branch) were created and approved by all parties allowing Northern New Mexico College to enter and provide course work in their Geographical Area of Responsibility.

A Plumbing Instructor was hired and twelve Adjunct Instructors were identified for a Plumbing Apprenticeship teaching pool. Courses were scheduled and 130 plumbing apprenticeship students were enrolled in 12-week courses commencing September 14, 2020. An application to the Higher Learning Commission to add two additional locations (412 training centers) for the Plumbing/Pipefitting program in Albuquerque NM and Los Alamos NM was submitted in fall 2020. The Higher learning Commission approved the two additional sites on May 7, 2021.

An Electric Trades Instructor was hired in Fall 2020. One student took advantage of the PLBT 1000 OSHA 10 online course we had available mid fall 2020. Online courses were then developed in the Electrical trade pathway for availability in the Spring 2021 semester in an online/Blackboard format due to the COVID Pandemic.

Spring semester 2021, a total of 109 Plumbing Apprenticeship students enrolled in Plumbing Apprenticeship courses taught at 412 JATC sites in Albuquerque and Los Alamos NM. This same date Plumbing Concentration Courses and Electrical Trades Courses were offered online for Non-Apprenticeship Students. Four students enrolled; two Electrical and Two Plumbing.

An Office Manager was hired for the Branch Community College/Technical Trades department late Spring, 2021. Equipment and supplies have been ordered for in person courses to begin in Fall 2021 at the El Rito Campus. Items are stored while the campus is being prepared for occupancy.

## B. Student Success

Student Success begins with the student identifying and realizing the opportunity. The new Technical Trades Department collaborated with NNMC Communication/Marketing and Recruiting departments to advertise the new department and trade programs. A Technical Trades web page was created mid fall 2020 and Communications and Marketing have forwarded numerous potential student inquiries. The Technical Trades Department Chair responds to each inquiry.

Recruiting Dual Credit and Technical Trades has also been through virtual open houses with the partner districts and potential dual credit students with Q & A sessions. The first dual credit student enrolled from Chama Unified District spring 2021 in the Plumbing concentration and completed two courses in the Plumbing Concentration pathway.

On June 11, 2021 the Cornerstone Scholarship was promoted. The Cornerstone Foundation donated \$20,000 to help Trade students in the Northern New Mexico Region. In collaboration with NNMC Financial Aid, the funds were allocated into ten \$2000 scholarships. Four scholarships have been awarded to date; one to a current student and three to new incoming students. More will be awarded in the fall 2021 semester.

On June 23, 2021 a virtual Student Orientation session was held for 412 Plumbing and Pipefitting Apprenticeship students. The meet was collaborated with NNMC Student Services and the 412 JATC Training Director. This session was recorded and a link made available to Apprenticeship students so they may view it at their own time. An in-person follow-up orientation meeting was held on July 10, 2021 at the Albuquerque location sponsored by the 412 Plumbing and Pipefitting JATC. NNMC Plumbing and Pipefitter Center of Excellence (PPCoE) Director attended where over 200 apprentices attended, many not yet enrolled in the Plumbing Apprenticeship Degree pathway. The PPCoE Director handed out NNMC student support office contact information and welcomed all students to NNMC Branch Community College.

## C. Communication

Weekly meetings with the Technical Trade faculty and staff have occurred twice per week. As these employees are new to education, most meetings have been training meetings developing skills related to teaching and purchasing through a state monitored educational purchasing system. The use of the online course delivery program of Blackboard and Zoom were included. Training in curriculum, assessment and instructional delivery was included.

## D. Team Spirit

Team Spirit is very high among Technical Trade full-time employees in regard to having a student body to teach and share knowledge and resources with. Technical Trade faculty members have collaborated with the NNMC Branch Community College staff in determining the needs of the new programs and equipment use and placement.

## II. Challenges

Locating qualified Trade Instructors to teach in a rural setting such as where the EL Rito, NM campus is located is challenging. Recruiting and hiring a qualified plumbing and electrical instructor has been through an extensive search. With instructors on board, equipment and supplies have been ordered, yet the facilities have not been upgraded to install the training equipment or receive students yet. These facilities have been closed for years and require numerous upgrades, cleaning, and repairs. The COVID Pandemic has created a circumstance that has placed this Technical Trade start-up at El Rito Campus behind schedule. Differences with personnel on how to make the needed upgrades and personnel have also been a challenge, at times placing the project further in arrears.

Another challenge created by the pandemic is the development of new instructors who must first master the virtual course delivery program prior to developing their online teaching skills. This development will shift to face-to-face as soon as the El Rito Campus can accept students in person.

Transitioning 412 JATC adjunct instructors to curriculum sequencing has been challenging as the JATC has had a process in place they are accustomed to in regards to providing instruction in plumbing. Additionally, the 412 JATC provides tuition benefits for eight credits per year for the apprenticeship students. Coordinating the limitation of credit hours, the JATC course sequencing vs. that of NNMC has been challenging. Adjustments have been made and continue. A process for monitoring is being adapted so all remains on track.

#### A. Enrollment

The apprenticeship student population dropped from 130 students to 109 students from fall 2020 to spring 2021. This was anticipated as some students entered the NNMC program in the third year of their apprenticeship and transitioned to pipefitting. As part of the MOU with the 412 JATC and Northern, a Pipefitter Certificate was to be established the first year. That task has been completed and discussions are upcoming to determine where pipefitting courses will be inserted in the course sequencing for the apprentice students. NNMC student support and the Technical Trades department have teamed up to start getting the 412 JATC students enrolled in the Associate of Applied Science Technical Trades degree so they can continue their professional and educational development beyond the eight credits per year provided by the 412 JATC.

The Technical Trade chair and the dual credit coordinator have had several meetings with local high school staff and administrators and have received commitments to recruit secondary students for dual credit courses for fall 2021. An anticipated number of dual credit students for the fall 2021 semester is around 20 students from the surrounding high schools. Additionally, an online marketing campaign coordinated through NNMC Communication and Marketing Department has generated an abundance of interest in community members for the plumbing and electrical programs to be held at the El Rito Campus. The expectation is the enrollment of the adult learner doubles for the fall 2021 semester for the program at El Rito Campus.

#### B. Student Success



Due to the COVID Pandemic technical trade course sequencing has been developed where online courses are up front and face to face courses with lab elements are to be held starting fall 2021. A handful of students took advantage of this format spring 2021 and have a head start on the fall 2021 fall semester. At the 412 JATC sites, the apprenticeship courses went to a hybrid format with online instruction as well for continued student engagement.

#### C. Communication

The department must continue establishing a cohesive team between all department stakeholders. The hiring of adjuncts and full-time instructors with courses going online all within the same month, in some cases, put the department on a very fast track. Communicating to all stakeholders their role as part of the team and identifying how communication is essential to the department's success.

#### D. Team Spirit

A communication type retreat will be planned for all instructors and staff to identify the needs and establish rapport and communication flow.

#### E. Budget requirement to address challenges

Communication and coordination requirements with the 412 JATC program are ongoing. The 412 JATC sites are also in Albuquerque, NM and Los Alamos, NM. As this program grows and additional relations are established with other local JATC centers more collaboration will be required.

Workforce development efforts are sprouting up in the Northern region. Committee participation is being sought for these efforts from Technical Trades faculty. Pathways to apprenticeships, internships and other work-based learning are being sought. This activity is getting more intense as grant opportunities come up for workforce recovery.

A coordinator is needed to coordinate JATC and Workforce Development activity. 45,000 is requested for the JATC Coordinator position. \$25000 is requested for a vehicle assigned to the Technical Trades department to drive to JATC learning sites and local high schools for recruiting and workshops.

Additionally, \$5,000 to fund a retreat and marketing items with all instructors and staff that has an indoctrinated effect for 412 JATC personnel coming on board as Northern Technical Trades adjunct instructors.

#### III. Future Projects

Integrating the Pipefitting Certificate into the dual credit, apprenticeship and plumbing concentration pathways is forthcoming. Additionally, a Project Management for Trades certificate is being worked on in collaboration with the Business Education department. This joint project initiated out of the Carl Perkins grant opportunity.

Two Technical Trade faculty and one staff member are currently in the process of certification to Teach OSHA 10 and OSHA 30 courses. This safety training is a requisite of Technical Trade programs.

Non-Credit Workshops that introduce attendees to the skill attainment of the Technical Trades department are being planned in collaboration with staff from the Branch Community College PPCoE and the Continuing Education department as a recruitment tool for the Technical Trade programs.

Preparation is in process for a site visit by the Higher Learning Commission of the new additional locations in Albuquerque NM and Los Alamos NM. Through correspondence with the Higher Learning Commission the site visit may occur Late fall 2021 semester. Regular scheduled meetings are starting to occur with the 412 JATC Training Director and the Technical Trades faculty and staff to coordinate efforts.

#### A. Enrollment

Recruitment events at the high schools will continue as well as marketing of the Technical Trade programs through our Communication and Marketing Department. A Northern New Mexico Community College Facebook page has been developed and will be maintained by the Technical Trades faculty and Branch Campus Office Manager highlighting student success and relevant information regarding the Technical Trades Department.

#### B. Student Success

Going forward student advisement and tracking will be required. As the program initiated, over 130 students were placed into course work. Continual follow up to ensure the students remain on track is important. Entry and maintenance of the degree works program is necessary. Apprenticeship students have prior course work from CNM and Washtenaw Community College that need to be evaluated as well as prior learning from courses taken directly from the 412 JATC. Career services will need to be inserted as well for total measure of student success. The proposed coordinator position can be the link needed in this segment.

#### C. Communication

A schedule is being created that has student support personnel visiting the Technical Trades additional locations on a monthly basis to encourage student communication. This rotation will include the Los Alamos NM, Albuquerque NM, and El Rito NM locations during periods when instruction is being conducted so students can communicate with these support offices on any help they need navigating through their educational experience.

#### D. Team Spirit

Weekly meetings will continue with Technical Trades full time faculty and staff. The input from each individual on this team is important and efforts to incorporate the ideas and strategies brought forth by the team will continue.

Involving all stakeholders from the college and the 412 JATC is important for team spirit. A Technical Trades adjunct meeting and collaboration sessions will be conducted involving the Technical Trades full time faculty as well.

## 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 outside of a supporting role working with the Provost, Academic Chairs, and the Registrar's office. The center serves as academic support for Northern students taking traditional/hybrid/online courses due to the lingering effects of the COVID pandemic. The Center provides a welcoming and positive atmosphere for all students and faculty inquiring of the Centers services including educational technology assistance, recommendations for classroom instructional technologies, traditional/online/hybrid course design, Quality Matters faculty training, Blackboard (Bb) Ally ADA training, Kaltura and Media Space training, Zoom training for staff, faculty and students, Respondus Lockdown Browser training, and NNMC Faculty Professional Development Seminars. The Center continues to provide Genius/Bb support for the LANL/CE project 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 continue 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.

With the addition of DE's Quality Control Specialist and working with 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 Center's Instructional Designer continues to improve the college's 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; 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 reporting and shares NC-SARA news and updates via its

membership and participation in the NC-SARA 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, has created numerous short "how to" videos for college and dual credit students under the auspices of the Director of Student Advisement and the NSO program, actively 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 center's 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 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 the potential for declining federal/state 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, Quality Control Specialist, and the Online Review Committee (ORC). Since January 2020, the Center for Distance Education has added three support staff members filling the positions of DE Coordinator, Instructional Designer, and Quality Control Specialist, respectively. These were timely additions as the move to provide fully online college courses due to COVID 19 would have placed undue burdens on the DE program tasked with supporting the college's academic programs.

In addition, faculty training using Bb, Zoom Videoconferencing, Respondus, and Kaltura has been in place during Fall Semester 2020. With the addition of our instructional designer, the Center

will unveil a new student blackboard orientation training course in conjunction with the New Student Orientation group (NSO) along with another being developed for NNMC faculty that will debut Fall 2021. The Center's Quality Control Specialist has added Bb Ally to their support duties working with our instructional designer providing training opportunities for faculty (May, 2021) with more Ally workshops designed for Fall 2021. In addition, with the pending purchase of Kaltura Media Space the Center will begin offering unlimited cloud storage capabilities for all Zoom recordings a significant improvement in the Centers ability to support videoconferencing at Northern.

#### C. Communication

The Center for Distance Education in order to keep pace with the changing role of educational technologies has partnered with our Eagle Tech's and our instructional designer with the college's marketing department, the advising department and dual credit providing just in time video "how to" topics helping to guide the first year or returning students in how to become successful at Northern. These include Bb related videos as well as information regarding Banner Self-Service, strategies for successfully engaging in online courses, specialized topic seminars led by our Eagle Tech's, and now concentrating on our 8-week semester students providing assistance for them as well including Bb, Zoom, Respondus, and Bb Ally training or videos.

#### 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 and 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 past fiscal year. The addition of our Instructional Designer and Quality Control Specialist 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 from the CASSA Title V grant at its conclusion to the Center so that DE can better manage those functions that have become vital for the college's students and faculty.

On a more serious note, Cares Act funding provided the college with the means to undertake long overdue infrastructure projects and allowed departments to purchase needed third part programs upgrading the college's overall suite of online services. However, to sustain these purchases the college must now begin to plan for future budgets without Cares Act funding. DE like other college departments must be provided with the budgets to keep these platforms in place (for example Zoom/Kaltura/Respondus/Bb Ally) to remain competitive recruiting students to Northern.

### 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 Chairs/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 Bb, 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 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.

The Center has become a partner with the OER project the Centers role is to provide learning management support for each of these classes whose instructors agree to rebuilding their courses to meet the OER standards. Once these classes meet QM and instructional design standards, they will be offered a "new" course using Bb's Ultra environment. This modern looking LMS is set to replace our legacy SaaS environment providing students/faculty with a clean modern look for their online courses.

#### 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 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 to identify, develop, and submit funding opportunities for faculty and staff campus-wide that enhance student outreach, recruitment, enrollment into college degree/certificate programs, and increasing retention and persistence and degree completion rates. During the proposal preparation process, the Grants Office works closely with the Provost to ensure that all grant applications support the college's mission, strategic plan, and student body. In this way, every proposal supports institutional capacity-building and student success at Northern. The success of NNMC students is a major driver for faculty seeking Federal, State, and private funding.

One of the major successes in mitigating the impacts of COVID-19 was the funding provided by the CARES Act through the Department of Education. That funding allocated in the first round approximately \$1.051 million in funding to the college to assist Pell-eligible students in continuing their education. In addition, the CARES Act provided the college in the first round of funding approximately \$378,000 as a Minority-Serving Institution (MSI). The Grants Office was instrumental in capitalizing early on the funding opportunity by submitting the required documents as soon as the funding solicitation was announced.

In addition to CARES Act funding, the grants office submitted a second Title V proposal and continuing HEP and CAMP proposals, all three of which were funded on a competitive basis. These three awards alone brought in just under \$5,869,000. The table below summarizes the 12 awards generated for student support programs, the total of which is just under \$15,400,000. 2020 Student Success grants are as follows:

2020 GRANT AWARDS		
Grant	Amount Funded	Duration
DOE HEP	\$ 2,375,000.00	5 years
DOE Title V F2F	\$ 2,984,845.00	5 years
DOE CAMP	\$ 1,885,633.00	5 years
CARES Act FA	\$ 2,242,658.00	2 years
CARES Act Institution	\$ 3,118,878.00	2 years
CARES Act MSI	\$ 507,454.00	2 years
DOJ STOP	\$ 961,138.00	3 years
NM PED Adult Education	\$ 904,248.00	4 years
NM PED Perkins Grant	\$ 127,019.00	1 year
Teacher Residency Pilot	\$ 191,594.00	1 year
NM-INBRE	\$ 64,437.00	1 year
NM HED FAFSA Initiative	\$ 30,000.00	1 year

B. Communications

The Grants Office is dedicated to proactive communication with faculty when funding opportunities are identified and responding promptly when faculty requests assistance with developing and submitting a funding proposal. In addition, the Grants Office provides post-award support to faculty and 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 Zoom, telephone, email, and in-person to over 12 faculty, staff, and collaborators.

Moreover, the Grants Office assisted faculty in identifying and vetting scores of Federal, State, and private foundation funding opportunities during the past fiscal year. It supported faculty, staff, and administrators in submitting 21 applications for funding to State, Federal, and private foundations. Email notifications of funding opportunities continue to be sent out at a minimum quarterly, and in most cases, monthly, or when they are received, to Chairs, Faculty, and current principal investigators.

Examples of effective communication with Program Officers include the Department of Education's CAMP, EOC, and Title III programs, where clarification of solicitation requirements was provided in response to questions. The contact with the CAMP Program Officer resulted in clarification of proposal submission requirements. Communications with the EOC and Title III Program Officers resulted in swift clarifications to determine program preference priority directions and address proposal narrative questions.

An additional aspect of supportive communications with staff can be evidenced through information and support provided to the Technical Trades Chair, to ensure he would submit the Perkins Grant requirements in the application platform and supporting documentation. Part of the communication with the dean involved running and analyzing budget queries, understanding procurement regulations and preparing IPR's, and preparing budget modifications to the Perkins grant coach. This support enabled him to complete and submit the Perkins grant on time.

Another support was provided to the Adult Education Director, who prepared the NM PED Adult Education proposal to fund the next four years of programming. The Grants office was instrumental in assisting the director in organizing, editing, and reviewing the proposal to ensure it met the required criteria and generating the budget and budget narrative for submission to PED.

### C. Team Spirit

This year, the Grant Writer participated in the Team Spirit II Focus Group program offered by Braman Group International through the college president's direction. According to the BGI Report, BGI set out to identify helpful lessons learned during the emergency of the pandemic. These lessons might be applied in the post-pandemic phase, which will entail ongoing and new uncertainties. Northern had achieved significant accomplishments during the pandemic period, as indicated in "Six Noteworthy Achievements". Our approach was aimed at surfacing other signs of progress, as well as challenges that, if addressed, might multiply success."

The group participation was energetic and active. It provided the opportunity to interact with colleagues personally, allowing for the interchange of ideas and philosophies. It also included team activities where different personalities of those participating were revealed, allowing us to experience the real *person* behind the employee.

## II. Challenges

### A. Communication

The grants office's greatest challenge this year was the lack of faculty/staff time and resources to focus on funding opportunities. Getting a commitment from departments to submit grant proposals in response to highly targeted opportunities was difficult. Many funding opportunities that were specifically targeted towards particular departments could not be developed as a result of not having faculty or staff who could commit the time to proposal preparation. However, the Grants Office continues to be committed to identifying funding opportunities and working with individuals or teams to develop and submit grant proposals.

The second challenge to effective communication was with the Business Office, which took a substantial amount of time to process the Notice of Intent to Apply for Funding (NITAFF). This form greatly assists the Grants Office in making the necessary pre-award preparation and ensuring that resources are available to support the grant proposal preparation process. A two-way communication stream between the Business Office and the Grants Office is critical in establishing funding priorities. It will greatly help determine which opportunities are best to target and pursue and ensure that all funding agency requirements are met to increase the competitiveness of the proposal and the probability of receiving a grant award.

### B. Team Spirit

During the COVID-19 stay-in-place period, improving team spirit was challenging, despite it being a primary objective for the Grants Office. Constant interactions between the Grants Office and all departments are key to improving team spirit, and the inability to meet in person made this challenging. The Grants Office strives to offer immediate responses to questions or concerns regarding solicitations, submitted grants, and funded grants to all departments to increase the probability of a proposed grant receiving funding and to ensure compliance with awarded projects. This type of interaction is vital in forming positive interactions and lasting collegial bonds with faculty and staff and promoting unity and team spirit within the college. It is the Grants Office's resolve to provide support to everyone on and off-campus who is willing to take the initiative to submit a grant proposal that will benefit the institution, the students, faculty research, and our broader community.

### C. Budget requirements to address challenges

The Grants Office does not have any budgetary requirements at this time. This past year, professional development opportunities were offered to the Grants Office through two online course providers. The Society of Research Administrators (SRA) International and the Collaborative International Training Initiative (CITI) Program offered professional development online courses that assisted in building capacity for the Grants Office. These professional

development courses supported last year's Grants Office budgetary requirements request and are much appreciated.

### III. Future Projects

#### A. Enrollment and Student Success

Targeted for future projects are two substantial grants with LANL. One will collaborate with UNM and UNM LA to secure \$325,000 for project management certificate training for LANL employees. The other is to secure \$500,000 to provide continuing education courses to LANL DET employees. The Grants Office will continue to work collaboratively and in a coordinated manner with faculty and staff to increase enrollment and student retention/graduation rates through funded projects that result from successful grant proposals and cooperative efforts with community stakeholders. This collaboration includes continued searches and identification of targeted funding opportunities, communication with pertinent faculty about these opportunities, and full support with ensuring alignment with funding agency guidelines to develop a fully responsive and competitive proposal.

#### B. Communication

The Grants Office will continue developing and providing specific training to increase compliance with Federal, State, and private foundation grant requirements and special conditions. New grant tracking and analysis tools will further support grant principal investigators and program directors. The Grants Office also offers principal investigators pre-award guidance to prepare and submit competitive proposals. These functions include the following:

- Guidance on the general format, differences between, and the unique elements of each proposal type.
- Advice on sponsor trends, requirements, and opportunities; grantsmanship style and resources; and project management parameters.
- Review of all proposals to ensure completeness of all required sections.
- Support with describing the roles of key personnel and organizational structures used in research administration.
- Conveyance of detailed descriptions of the various funding mechanisms.
- Adherence to regulations and sponsor guidelines in aspects of budget development.
- Comprehensive support to PIs in the final review and submission of all proposals.

The Grants Office provides specialized grant searches, deeper dives into grant research and analysis, grant development/editing, and providing templates for supporting documents.

#### C. Team Spirit

The Grants Office is committed to increasing and continued positive communications with faculty and staff, and as such, anticipates that a sense of mutual responsibility and camaraderie will be developed. This positive and effective communication will foster and contribute to institutional team spirit.

Institutional Research  
Director: Carmella Sanchez

#### I. Annual summary of activities

The Office of Institutional Research (IR) now has an IR analyst on staff. The candidate search began in November and the new staff member started in January 2021. Training has been intensive and responsibilities are being assigned accordingly. The office continues to work remotely and productivity has been successful. The IR office is actively participating in the College's ERP process to identify a replacement for BANNER. IR recently received approval for a new TABLEAU license. The office looks forward to using the software for providing data that can be used by staff and faculty.

The IR office participates in a number of state committees

- Council of University Presidents Accountability Work Group
- NM Higher Education Department Data Advisory Group
- NM CHESS Data Governance Committee
- NM Student Transfers & Articulation Advisory Committee

NNMC was recently selected (along with SFCC) to participate in the LANL Data Sprint to develop predictive models for student retention and attrition. The project will begin in July 2021 and the IR office will work closely with researchers to provide the necessary data and support.

#### A. Enrollment

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

- HED Degree Files – Two submissions (Summer/Fall)
- HED Course File – Three submissions (Summer/Fall/Spring)
- HED Student File – Three submissions (Summer/Fall/Spring)
- HED Student Course File– 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 2020-21 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
- Signal Vine data submissions (weekly)

The Office of Assessment & Accreditation and the Office of IR work together to maintain Higher Learning Commission (HLC) compliance. In July 2020, the Office of Assessment & Accreditation worked with the Department of Business and Distance Education to successfully submit a Substantive Change Application to initiate the offering of the Bachelor of Business Administration (with concentrations in Project Management, Management, and Accounting) via Distance Education. Once accepted, the College notified HLC of 36 additional programs to offer via distance education modality. Additionally, the Office worked to notify HLC of two new technical trade certifications and a new program (Nuclear Operator Technician). The Office worked with the Technical Trades program to submit a Substantive Change Application to add additional locations in Albuquerque and Los Alamos. Most recently, a Quality Initiative proposal was submitted in hopes of participating in HLC's upcoming Student Success Academy. Finally, the Office kept the institution in compliance by submitting extension waivers to operate under a distance education model during the pandemic. Additional work to track percentage changes in degree programs and draft prior learning assessment language was completed in conjunction with the Provost's requests.

The IR 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
- Team Spirit Evaluation instrument and analysis
- Team Spirit Focus Groups

## II. Challenges

#### A. Enrollment

The new Tableau licensing includes extensive training that both the director and analyst will participate in. The IR Office will now be responsible for Clearinghouse Enrollment File submissions.

#### B. Student Success

Student course evaluations are currently collected using SurveyMonkey. This is a very time-consuming process and new strategies are being implemented to improve response rates. It would be very beneficial if a software specific to student evaluations could be identified and purchased for the future.

#### C. Communication

IR is equipped with new laptops and equipment at this time

#### D. Team Spirit

IR meets daily to maintain good communication regarding daily responsibilities to be as productive as possible.

#### E. Budget requirement to address challenges

N/A

### 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. IR recently received approval for a new TALEAU license. The office looks forward to using the software for providing data that can be used by staff and faculty.

#### D. Team Spirit

IR has upgraded the SurveyMonkey instrument in order to provide the best analyses for staff and faculty.



Library

Director: Courtney Bruch

## I. Annual summary of activities

### A. Enrollment

The response to the COVID situation included an up-to-date, public facing website with accurate and developing information. The library contributed needed information for the ACEN nursing accreditation visit, the proposed Nuclear Operators program, and the Cannabis Establishment Technician course.

### B. Student Success

The library contributed to student success via the development and support of relevant collections, services, and online spaces.

*Collections:* In response to the need for classroom based remote resources, the library worked with the Business Office and faculty to secure collections via CAREs Act monies. Those collections include: streaming media from Kanopy, a campus-wide LinkedIn Learning license, and JOVE, a peer-reviewed journal with video demonstrations presenting cutting-edge research in the hard sciences.

The library made the decision to put all monies dedicated toward monographs to ebook purchases this year. As a result, 233 ebooks were purchased via EBSCO's collection management system. The library also dedicated departmental budget monies to a SAGE ebook platform that operates via an Evidence-Based Acquisition model. SAGE grants us access to over 5,000 ebook titles for one year. Toward the end of that year, library staff will be able to access usage reports to see how many times a specific title was viewed or downloaded. The library will then be able to apply subscription monies to purchase heavily used titles. When the library purchases a title, perpetual access is ensured.

As a result of evidence stated in the BS in Biology Program Review, the library investigated and/or trialed ACS, BioOne, Web of Science, and ScienceDirect database packages. We also looked at individual title lists and pricing for Wiley/Blackwell and Springer. This investigation also involved checking with other libraries around the state to see if consortia subscriptions were an option. As a result, the library now subscribes to Elsevier's ScienceDirect College Edition Physical Sciences collection. The library also received requests for database packages from the library advisory committee, which involved investigation in partnership with other state libraries. None of these databases (PsycInfo/PsycArticles, Overdrive) were affordable or offered the types of materials we could ensure our students could access. Finally, the library's participation in NM Consortium of Academic Libraries ensured a vote for the latest EBSCO package (that includes vital resources for accreditation, including CINAHL).

*Services:* The library employed a student from the Title V grant over the summer to create quick self-help videos for students. Those videos now live in a repository on the library website where instructors can link directly to them in Blackboard or email. At the beginning of the fall semester,

library staff began a once/week curbside service in which patrons could request books in advance and library staff would retrieve the materials, check them out, and deliver them to a patron's vehicle at a designated time. The library director shot three course-specific instructional videos for faculty to load into Blackboard. Library staff conducted approximately 570 reference transactions via phone, email, chat, and Zoom and created 11 additional subject guides for students to locate information online.

The library created a guide to create bookable appointment slots using Google calendar and Zoom. This guide was shared with the campus community.

*Personnel:* One staff position, the Library Clerk II position, was lost due to a Reduction in Force. The library submitted a plan to absorb this change. Due to the library closure, remaining staff members volunteered for partial reassignment to Eagle Tech and assessment accreditation-related duties. One staff member participated in an excel class and completed a number of training videos via LinkedIn Learning.

#### C. Communication

The library supported this strategic direction via contributions made to the ACEN accreditation. The library continued to revise the library-related COVID page to keep information accurate and up-to-date. The library website was visited 8,295 times in AY 20-21. The library chartered a library advisory group, comprised of an external rep, a student rep, and a number of faculty with the intent to request, receive, and evaluate suggestions, comments, and information from faculty, students, and staff concerning the use of the library as it relates to the College's mission; establish a formal communication link between the library users and library staff; and provide input concerning library policies, procedures, services, and assessment. The library also regularly contributed to the campus-wide newsletter. More in-depth statistics are available upon request via the library dashboard.

#### D. Team Spirit

Library staff participated in the April 16th diversity training. Two staff members participated in the President's roundtable discussions (with another staff member scheduled to participate in FY22).

### II. Challenges

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

#### A. Enrollment

Prior to the COVID-19 closure, the library was one building showcased on campus when potential students would tour. The building was closed during the emergency shut down and we do not have a way to showcase the space right now.

#### B. Student Success

*Collections & Circulation:* Oftentimes, instructors put material on Course Reserve as either supplemental materials or textbooks that students may otherwise not purchase. With the closure and restrictions to campus access, the library has been unable to provide a Course Reserve service. Reliance on antiquated workflows for submitting invoices and purchase requisitions proved to be difficult.

As mentioned last year, library staff developed a way to run inventory for sections of the collection and planned to begin inventorying the entire collection. With the requirement to work remotely, we were unable to conduct inventory to date. 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:* A very low number of classes, three, requested library-related instruction delivered via a recording. Requests for research assistance, despite the different methods of offering help, remained low.

#### C. Communication

Services need to be better marketed so students and faculty are aware of them. 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.

#### D. Team Spirit

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. Communication regarding campus expectations and/or reporting of COVID concerns has proven difficult.

#### E. Budget requirement 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. 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.

*Space:* COVID-safe equipment to support reopening has yet to be determined and there is concern the library budget may have to absorb this cost.

*Technology:* As reported last year, the 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 when we return to campus
- 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. The library will continue to work with consortial partners to secure the best possible subscription pricing and seek methods and modes of friendly communication. The library director is working with a state-wide Open Educational Resources (OER) interest group to identify low-cost textbooks or OERs currently used to teach common courses across the state with the goal of creating a website that helps faculty teaching those courses to identify more economical materials for their courses. 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 west-wing HVAC system and sensible reopening plans.

#### C. Communication

The library will continue to work on communicating with other departments to make cross-functional work more seamlessly. Our goal upon reopening is to communicate expectations and services clearly.

#### D. Team Spirit

The library will continue to contribute ideas and work cross-departmentally to conduct outreach and enhance student success.

Office of the Registrar  
Registrar: Robert Palko

## I. Annual summary of activities

### A. Enrollment

Achievements in enrollment have led to changes in process and an improvement in timelines and an internal overhaul of the graduation application process, transcript ordering process, dual credit registration, degree audit, college catalog and reporting of enrollment.

### B. Student Success

The Office of the Registrar has improved the transcript process by changing vendors from Scrip-Safe to Parchment and allowing for easier online ordering and payment. Student success is further enhanced with the addition of Degree Works and Dual Credit to the Office of the Registrar. This has improved the dual credit process and the degree audit process as part of student success.

### C. Communication

As part of the mission of the Office of the Registrar to support student success and enrollment management, the Registrar has attended enrollment management operations team meeting and strategic enrollment management meetings. Communication both within the office and outside of the office is positive and improved in order to foster teamwork and cooperation.

### D. Team Spirit

Team spirit has greatly improved in the Office of the Registrar with the addition of new staff and a more balanced approach to work responsibilities. It is our goal to have a professional team that works together successfully.

## II. Challenges

### A. Enrollment

Registration for dual credit students and periodic Banner system downtime, leads to problems for students with registration and occasional problems with the Banner and Blackboard ILP process. Students sometimes believe they have withdrawn from a course only to find out that they have not.

### B. Student Success

With vacancies both in the Office of the Registrar and in other offices, have come some potential issues for students due to inefficiencies and lack of standard process.

### C. Communication

Communication is vital to student success, as a result the Office of the Registrar is reviewing how we communicate with our students to ensure that they have access to information and receive the best customer service possible.

#### D. Team Spirit

Over the past year we have had changes in the Degree Audit Analyst role and in the Dual Credit and Academic Records Coordinator role. This has led to overlap in roles and at times a difficult transition. Additionally, due to COVID-19 we have functioned without any student employees for the duration of the calendar year.

#### E. Budget requirement 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.

### III. Future Projects

#### A. Enrollment

Enrollment and registration processes will need to continue to improve as well as the need to coordinate efforts with other offices, including but not limited to Admissions, Information Technology, Financial Aid and Advisement and Student Success.

#### B. Student Success

Student Success and the Office of the Registrar have great overlap in ensuring all students are successful. Registration, retention and graduation are college-wide goals that require a coordinated effort.

#### 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. 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

As part of a successful strategy for continued stability within the Office of the Registrar, team spirit will remain one of our main goals to hire and retain qualified applicants while ensuring that our team is successful.

## Student Affairs

Assistant Provost for Student Affairs: Dr. Don Appiarius

### I. Annual summary of activities

#### A. Enrollment

*Staffing:* This year has been challenging, again, with some evidence of employee burnout. This office has regularly engaged in personal coaching to maintain employee morale/efficacy; team leaders were encouraged them to do likewise with their staff.

This year has also provided challenging with a significant number of transitions throughout the organization and especially at the director level: HEP, ABE, Financial Aid, Career Services, and Admissions. We are currently recruiting for a Coordinator for Student Support/Social Worker, as well as two Recruiter positions, along with re-configuring the Director of the Veterans Resource Center and the Help Desk position.

A significant drain on staff resources was the time invested in the CHES ERP process. This required input from almost all staff (including all the directors) from the Enrollment Management Team.

*Student Senate:* There were a number of successes this year. One area that was a change included the Assistant Provost advising the NNMC Student Senate. This led to a number of rich outcomes including a number of resolutions that the Senate sponsored to serve their fellow-students. In order for the Student Senate to function they needed basic training and on-going advising. The first order of business after the elections led to the successful search and recommendation for a new Student Regent. As an addendum, beginning in AY 21-22, the Student Senate will consider making the Student Regent an ex officio member of the Student Senate Cabinet. The student senate was ably led, and engaged with a lot of initiatives, some of which were put forward by their Advisor. One of the most impactful programs was to provide students with skills to enhance their career readiness (based on the NACE competencies); this program was intentionally looped Career Services into the program delivery. Featured speakers on effective Leadership and Career Management included President Bailey and Regent Velarde.

Additionally, the Student Senate launched an aggressive social media campaign, along with engaging in multiple public service initiatives (how to enroll in classes, support for the vaccine roll-out, etc.). The Student Senate also supported my request to fund Diversity, Equity and Inclusion initiatives to maintain diversity and equity efforts. This led to a blues singer/songwriter (formerly of Saffire) who presented a program of "edutainment" around the history of blues women in the US in honor of Black History Month and Women's History Month (hosted April 10) with about 15 people in attendance. The following month the Assistant Provost partnered with a licensed counselor and former colleague, Anita Claycomb Lopez to present training on (4/16) on diversity and how to effectively interrupt and address prejudicial behavior. This training was well-received and attracted over 40 participants. In order to sustain the student senator's focus and engagement, as well as partial compensation for their service, the Assistant Provost engaged



in professional development with four of the senate officers. In a more tangible token for their exceptional work (which also sustained work from the office of Student Life and Diversity, Equity and Inclusion), the Advisor actively supported their modest compensation.

*Policies, Processes and Procedures:* During the past Academic Year, the Title IX Coordinator revised the former Title IX Policy to correct multiple flaws in combining a policy with a procedure, and then developed a new Title IX policy to be compliant with the new guidance promulgated by the last federal administration.

This new Title IX Policy necessitated a review of our Student Code of Conduct, which was revised in its entirety. This was a laborious process but yielded a well-crafted, comprehensive and intentional Code, which included accompanying process and procedures.

During this time, I attended state-wide meetings with my peers at other New Mexican institutions of Higher Education regarding the Title IX rulings from Department of Education under the DeVos administration. We subsequently also held meetings regarding ICE's rulings on International Students and their impact on our Athletics programs.

Given the enormous amount of time addressing student grievances, and given that in multiple instances, the student concerns had already been addressed by other staff, a Grievance Procedure was written

In anticipation of needing to house students in El Rito Campus, the Assistant Provost quickly adapted a Housing Contract, Room Condition Report form and handbook on housing procedures from a former institution. These documents and forms will allow us to house students in El Rito if necessary and do so in a manner with sufficient administrative oversight of both the facility and the students.

*Career Readiness and Development:* This office began the implementation of the Feuerstein Instrumental Enrichment training program from MindCap. The training occurred over October, January, and June. I also directly participated in Feuerstein Training to provide additional support for the staff. The June training extended our participants to include representatives from EVHS; the implementation at the college will begin in January, 2022 and it will launch in the high school this Fall.

*Impact of COVID:* The Assistant Provost regularly did a "check-in" with staff outside of our normal 1:1 meetings to be present with them and hear their concerns and/or provide advice on how to engage with the staff members on their team. The Assistant Provost also tried to keep certain implications of the virus on the radar of the Executive Team given my work in housing in needing to develop plans for mitigating H1N1 and SARs. Additionally, the Assistant Provost was also asked by Dr. Bailey to work on developing options to hold a safer Commencement. This resulted in the development of two different plans (outdoors and a rain plan), as well as an additional contingency plan at Espanola Valley High School (EVHS).

*Others:* As a complement to the Admissions report, I would note that we need to have a full staff and saturate our "service area" with our admissions representatives. We do not currently have that capability. In some ways, this has been less of an issue during the pandemic since we were required to conduct all enrollment outreach virtually due to our school (and other schools) being closed due to the directives from the Governor. This has also been a disadvantage, too, since our school has a familial feeling that we intentionally seek to and need to capitalize upon – i.e., you are a "name, not a number."

One initiative that will likely assist us will be having a permanent presence at EVHS. While this is our largest service area for recruiting, we could obviously increase our yield. Additionally, this complements our deployment of the Feuerstein model to foster career readiness in EVHS students. The ability to have a regular presence in the high school is through the work of Upward Bound and was secured by its director. While Upward Bound will have the most consistent presence, we will also have presence from recruiters, financial aid officers, CAMP, and perhaps even advising. Our ability to develop a deeper and more expansive relationship with the school which is literally in our own backyard could be a major benefit to the students of both institutions.

We continued a scaled back "Calling Campaign" to maintain one enrollment numbers which are only a few FTE below our enrollment numbers from last year. Although our numbers are slightly down, we are currently outperforming last year's funnel conversion. Having said that, with most schools are re-opening, we face an uphill battle especially this Fall. Overperforming our typical yield is not sufficient for us to significantly increase our full-time enrollment. We must purchase names of likely applicants and persisters; LANL support of researching the attributes and creating a profile of the successful student at NNMC will aid us greatly in targeting the purchase of names, while keeping costs to a minimum.

#### B. Student Success

As noted above, staff have struggled with maintaining the status quo. This is likely mirrored at the student level even more so. This has been reflected in our enrollment numbers; colleagues from other institutions have had a "flatter" curve at schools that maintained campus engagement. My intense work with the Student Senate was meant to mitigate our lack of campus presence and probably yielded some benefit.

The close work with the Student Senate led to successful outreach to students, as noted above. The Student Senate was able to grow its ability to connect with many of our students through their Instagram accounts and market programs, and public service advice. One key initiative which the Advisor advocated the Student Senate is the Eagle Emergency Fund which is pending for implementation for next year. This could impact a number of students experiencing an acute life challenge and would be ripe for expansion in the future depending on its success.

One new initiative that has carried on remotely was CARE Team. This past academic year we saw over 43 students (more were reviewed but not noted when there was another chair). Of the 43 noted, five withdrew. Anything that is above 50% retention is very good since these students are usually dealing with high acuity issues.

Another key deliverable has been the training of key staff, as noted above, with the deployment of the Feuerstein Instrumental Enrichment (FIE). This tool will be deployed to help high school graduates be more college/career ready, while also helping our students

One initiative that was passed on to Student Affairs that will be implemented this coming year is Prosperity Works – a scholarship program that provides funding to single mothers who have children five and under. While the scholarship is fairly modest, it seemingly has a powerful psychological impact to drive student persistence. We are preparing to meet with the students at the beginning of September.

A failed initiative was our ERP to obtain a retention tool. The committee wanted to adopt/acquire Starfish, but the ERP process was halted when the procurement process was compromised when one vendor acquired our preferred vendor. This is a critical tool to be able to retain our students. It has recently come to our attention that Degree Works may be viable and potentially able to deliver much of this functionality.

#### C. Communication

As noted above, I have been trying to facilitate richer communication given that there are neurological challenges from Zoom fatigue and social isolation. I have role modeled this behavior with my team to encourage them to do the same with their team members.

#### D. Team Spirit

The Assistant Provost has tried to strike a celebratory tone when things are going well and seek to publicize even little victories so fellow team members feel appreciated and recognized. While this goal has been a bit of a challenge, admittedly, in the face of virtual, online engagement, but it should be noted that the work that falls under "communication" (above) was done to maintain and increase staff morale and hopefully pass that down to students as they then role model concern for students beyond student progress and are cognizant of the need to normalize emotions of frustration, loss, isolation and other feelings that are generally considered negative and even debilitating. It will be easier to have us engage in deeper "team spirit" activities when we are no longer virtually connected since a sense of spirit is easier felt when we are face to face.

### II. Challenges

Key challenges within the division include successfully staffing all areas with qualified staff who will become team players. The mid-year search for a Director of Student Life and DEI Coordinator will be particularly important, as will a renewed search for the Director of Admissions. We are currently experiencing an acute shortage of qualified candidates in many of the searches.

Perhaps the only greater challenge, which is intimately tied to the success of the searches, is to drive both recruitment and retention, along with student success, to increase persistence.

#### A. Enrollment

It is not enough to have a modest increase in total enrollment – especially when those numbers come from specialized programs that are part-time students. We have to be diligent in increasing our numbers of Native Americans, especially given that we have eight Pueblos in our service area. We also need to be better at identifying housing options to promote more students from outside the Rio Arriba area, and especially out of state, since that will aid in our revenue and our diversity.

#### B. Student Success

Although we are still similar in demographics to a community college, we still have an uncomfortably high level of attrition. While those numbers have dramatically improved recently (as has our matriculation rate), we need to fulfill our commitment to more of our students and see them to graduation and the fulfillment of this phase of their college experience.

#### C. Communication

On the technological side, we would very much have benefitted from having had a working phone system at the onset of the pandemic. We have incurred a lot of unnecessary challenges due to our prior phone system's lack of functionality which compromised our communication. We have also had challenges with the rollout of the new one. Once we are all on campus and can get our systems up and running that we will be able to better communicate with both our internal constituents and our external ones, as well. Another communication issue is tied to our "busted" ERP process, Starfish. The fact that we cannot effectively track our students and facilitate communication between advisors, faculty, and other members of the campus community is a source of frustration and also interferes with effective retention efforts.

On a related issue, we desperately need a Customer Relationship Management system. We would be able to much more effectively track and manage our communication with prospective students if we could track the communication between the institution and our prospects.

#### D. Team Spirit

As noted above, we are not in a communication-rich environment and that dampens team spirit. We were again unable to conduct a staff retreat where part of the work in the morning is unit assessment and then a half-day for team development and team interaction. It is hope that the team can be more relational and foster greater team spirit when we are again face to face.

#### E. Budget requirement to address challenges

The budget for the Office of the Assistant Provost is only funded to \$5K. These are the initiatives I would like to put forward: a) Title IX Training Program (\$2K); b) Alcohol and Drugs Training (\$8K-\$12K), identified by the MSURD exit interview as a key issue to address; c) Student lists for Recruitment (\$5K/.50 per name), while the actual cost for receiving lists of student contact information runs between 50 cents, it is best if there are parameters to focus the list. If we can target these names ourselves, we can realize significant savings and still have a rich focus group to target; d) Feuerstein Instrumental Enrichment (FIE) Tools (\$0.5K -1\$K), we will need to replenish our FIE tools on an ongoing basis each year depending on how we successfully we can utilize this program. Other budget requests with unknown cost are a Client Relationship Management system to have the ability to effectively track our prospects and summarize the

interactions with faculty and advisors and a Retention Management Program to enhance our efforts to increase retention.

### III. Future Projects

One key deliverable will be to finalize a new Club and Organization handbook. We will likely also need to develop a Title IX Training program and an Alcohol and Other Drugs (AOD) training program as well.

#### A. Enrollment

We are now well poised to significantly increase our recruitment of Veterans and current Military Personnel. We will deploy our current Coordinator for the VRC in a strictly as a recruiter once we hire a new coordinator, which will allow us to better recruit from area colleges and high schools but also have a real presence in local area military bases.

As noted above, it is an explicit goal to better serve our local area Pueblos. We need to be more focused on this demographic and are trying to hire a recruiter who has ties to one of our Pueblos so we can make a better case for serving their students. Indeed, both the Acting Director of Admissions and the Assistant Provost will partner with some staff from the Pueblos and meet with the Directors/Coordinators of Education at our area Pueblos to learn how we can better serve them and their students.

#### B. Student Success

This will be a big year since we will likely be able to implement the Feuerstein training program on campus in the Spring should we be able to return to Face to Face in-class education. It should be noted that EVHS will already be implementing this training in Fall 2021.

Once we hire the Coordinator for Student Support, our direct service for case management will increase significantly, and this person can help coordinate and expand all social services for students, including the food pantry and the clothing "store." This person will also be able to play a critical role in CARE Team.

#### C. Communication

While it is the goal to maintain and increase interpersonal communication and also facilitate greater institutional communication (and have met with Marketing to determine how to do some of this), this is a constant goal that requires great intentionality – especially as so much transition in staffing occurs. Especially when discussing philosophy and divisional mission and values, this requires many people to hear some of the same narratives repeatedly. But it is worth the reiteration given importance of cohesion and unity of message and purpose.

#### D. Team Spirit

As noted above, more activities would be very useful to build team spirit once we are no longer forced to be socially distanced and have greater social interaction.

I. Annual summary of activities

A. Enrollment

ARC's commitment to inclusive environments attracts potential students from various backgrounds and locations to support and retain students. ARC serves approximately 10% (100) of the student body registered with Accessibility; at least 5% (50) of 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). The last few semesters have been extremely hard for a student who learns best using a face-to-face platform.

Projects Supporting Enrollment:

1. Northern currently uses SAM, a database used for tracking disability services. Georgia Tech continues 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 to improve the retention and graduation rates of students with disabilities facing accessibility barriers. The University of Wyoming is collaborating with other Higher Education Institutions that want to create a network to facilitate best practices using the SAM database system. I am working with the Higher Education consortium established that provides graduation rates among students with documented disabilities and those who continue to a BA or Master's program.
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.
3. Accessibility supports other departments, working with students in many ways. These activities support enrollment, retention, and graduation rates, 1) Assists Financial Aid with Lottery waivers, medical appeals. 2) Assistive Technology software and devices including, iPads, readers, audio/PDF books, note-taker, and tutors. Chromebooks were 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. High

4. School/Dual Credit accommodations for students. 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 AY 20-21, 25 students successfully obtained their AA or BA, utilizing the Accessibility and Resource Center services. Of those who have received a BA, half of the majority of students have enrolled at other higher education institutions to continue their Master's degree. The remainder of the percentage of students continuing with their BA degree and working.

Many students will not return until later due to their experiences with the online instruction's current educational method. The online format will result in a significant reduction of accommodations.

Peer tutoring has increased the success of thirty-five students (25) instruction across online academic curricula and has improved academic achievement, mastering content, and context. Accessibility currently has seven tutors (5) tutors helping in a variation of courses. ARC is trying to utilize the Tutoring Center for students with specific course needs. However, the time slots for the tutors do not meet the needs of students with disabilities.

#### C. Communication

Northern employees, faculty, staff, are vital to the operation: coordination and ongoing improvement of equal access support services and other departments under Support Services. 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. 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. Although we do have weekly video updates, important information does not get to all staff or faculty. This leaves us vulnerable to community comments and or questions we cannot answer.

#### D. Team Spirit

ARC continues to utilize campus and community collaborative partners to increase 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 them about what events they can become a part of to develop and implement senate events and activities. The events gear the consciousness of campus and community services regarding identified resources where help is available, building leadership, confidence, social acknowledgment, and leadership series.

## II. Challenges

### A. Enrollment

Accessibility and Resources face challenges with the turnover of faculty, adjunct, and staff who 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 introduce new staff and faculty to increase knowledge about campus and community climate, local customs, and traditions. Staff and faculty need to understand the compliance of required services under Accessibility and Resource Center and ADA law. A comprehensive set of multi-media tools, which has been added to Distance Learning (ALLY Utilities), has created access by using alternative format options for students with a specific need. The campus-wide launch in the fall will help Instructors make courses welcoming and accessible to everyone and suggest an increase in academic achievement using accessible materials.

### B. Student Success

Instructor and Administration flexibility and understanding in recognizing the obstacles that students face is still a concern. However, new approaches towards success and retaining those students who are the most vulnerable. Independent Study allowing students who need additional supports to utilize Independent timelines to complete courses required to graduate. Using and allowing the student an Incomplete or extra credit when an extended timeframe is not permitted will enable students to complete coursework.

This is 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, they are often irrelevant to 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

There is an increase in knowledge across the campus about accessibility issues, including basic ADA laws and regulations. These requirements govern service provision for post-secondary institutions and the consequence for compliance actions by faculty and staff. Additional funding 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 purchased during the pandemic can be utilized for accessibility purposes.

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

1. Push Button Doors are 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 and maintenance.

#### D. Team Spirit

There is an urgent need for team building and mutual respect between faculty, staff, and administration colleagues. 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 who need accommodation each semester is challenging. Therefore, it is imperative to have monies available by semester and annual needs. Technology and accessible materials are a priority needed to assure ADA compliance for Northern. Here is a composed list of equipment and technology that to increase equal access. 1) Assistive Technology Equipment (Screen Readers, Surface computers, headphones, Braille readers \$15K. 2) Software and Apps with Licenses (Dragon Speak, Zoom, Jaws Kurzweil), \$15.5K. 3) Professional Services (ASL, Braille), depends on enrollment new money, 40K. 4) Repairs to sidewalks and other Handicapped Facilities, \$180K. 5) Visual Image Signs across campus for each department, \$10K. The total amount requested would estimate around \$280,000. Of course, we will continue to look at additional funding sources. It should be noted that ADA campus needs, reflect, half the amount requested, \$190K. Direct services to students are far less at \$70K.

### III. Future Projects

#### A. Enrollment

Universal Design for Learning (UDL) can be applied using the ALLY Instruction tool 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. Blackboard Utilities and Hybrid learning make testing and extended time available and flexible to student needs. ARC is glad that we now have an Instructional Design Director to offer assistance in developing professional development, including accessibility.

Many students do not 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 using printed assignments and testing. Students need to know this is an option for homework mastery and completion. 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. Teachers need to implement accommodations required by law without prejudice and protect students' vulnerability from harassment and discrimination from other students, faculty, or staff.

#### C. Communication

Communication has been limited during the past year. We need to implement strategies to make sure that information is flowing and represents all staff and not restricted to top management.

#### D. Team Spirit

To become skilled to increase the value and of work, regardless of our authority level. There is no question that there are many activities and events facilitated and collaborated. 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 and participate in academic meetings, support services, administrative committees, and other events that bring a higher level of understanding towards embracing a different perspective and that of the local traditions and culture.

## I. Annual Summary of Activities

### A. Enrollment

This report will be limited since there was a transition in the director.

COVID-19 continued to severely affect our outreach efforts throughout much of the year. Typically, recruitment takes place within a 50-mile radius of Northern New Mexico College (NNMC), within our local area high schools, community colleges, community centers, event venues, and at various community events. Due to the on-going pandemic and the Governor's mandate, however, the majority of these in-person events were either cancelled or rescheduled.

As such, recruitment and outreach efforts this past year, took place primarily online and in a virtual setting (Zoom, google classroom, virtual booths); both synchronously and asynchronously. Just very recently, due to the state-wide decrease in COVID-19 cases, more than 60% of the NM population being vaccinated, and the mandate being lifted throughout the state, some in-person local community events have resumed. NNMC has and will continue to attend these events, while adhering to the state health and safety guidelines (masking, attending only well-ventilated events, etc.).

Admission applications continued to be processed remotely throughout much of the year. Part of this process also included working closely with the Registrar's/Advisement office to ensure that the admissions' process was efficient and completed in a timely manner. This also included establishing a shared drive to access electronic transcripts, and also requesting transcripts/additional information (class ranking, GPA, graduation date, final number of credits earned) directly from the high school counselors to assist in course placement.

We also continued to share weekly reporting with Advisement to provide the lists of those students who are both complete and incomplete in their admission's process. Advisement follows up with each of these students on an individual basis to make sure they are on track to register for classes.

Although our enrollment numbers are down, we are currently outperforming last year's funnel conversion. Having said that, however, with most of our state colleges and universities resuming in-person classes, I feel that we face an uphill battle, especially this Fall. Overperforming our typical yield is not sufficient for us to significantly increase our FTE (full-time enrollment).

### B. Student Success

The implementation of two new programs- The Plumbing Program and Cannabis Establishment Technician (CET) course, helped boost overall enrollment and FTE. Admissions also assisted in facilitating a virtual orientation for these Plumbing students in the Los Alamos/Albuquerque areas.

Career Services Office (CSO)- newly established, and several CSO initiatives are underway. CSO virtual activities throughout the pandemic included: a resume/cover letter writing workshop, CIA/FBI presentations/student interviews, building a professional profile on LinkedIn, leaderships speaker series (facilitated by Student Senate) focusing on NACE career competencies (leadership and career management), collaborating with Marketing/Communications to include a career services resource link on the NNMC webpage, and posting available internships/job openings on the campus-wide broadcast, Eagle newsletter, social media sites, etc. We also continued to collaborate with LANL and hiring managers to provide internship opportunities to NNMC students.

In addition, part of the CSO initiative included establishing the GoPathways/Goeducate virtual platform to create and promote comprehensive career "smart pathways" that move students seamlessly from high school through college or technical training, leading to a destination of job, career, or occupation. GoPathways is for all type of opportunity seekers: high school students, higher education students, adult learners, graduates, job seekers, career changers, and anyone curious to chart the course to their future workplace. The College of Business will be the first to pilot this program in the Fall, with the assistance of the NNMC Career Services Office. Recruitment also assisted with the Summer Bridge Orientation program to facilitate student success, namely assistance with the orientation.

#### B. Communication

Several scripted call campaigns were facilitated throughout the year, strategically targeting different student populations (FTAC, Re-Admits, Transfers, Dual Credit, Concurrent, Non-Degree, Community, and Continuing Education). Several departments were involved in this outreach, including faculty, staff, Athletics, department chairs, work-study students, etc.

Currently, Recruitment and Advisement are working with Marketing/Communications to facilitate a call/email campaign to 300+ students who have filled out our interest form online. We are also utilizing our Signal Vine platform to send texts to these prospective students.

#### C. Team Spirit

Overall, maintaining a sense of team spirit has been a challenge. Morale has been low, namely due to the mental stress of working remotely. A hybrid work schedule, however, and more access to campus has somewhat improved this. I remain optimistic that as we get back to normal, our team spirit will see an improvement.

#### D. Challenges

As I have mentioned throughout this report, there are still a number of challenges in Admissions/Recruitment. These challenges/issues include and are not limited to the following: Student Services offices that we collaborate closely with are not all fully staffed. Often this puts a strain on our Admissions Specialists and work-study students, who rely on these offices to make our admissions' processes more efficient.

The office of Admissions continued to serve as the NNMCM switchboard, though out the course of the pandemic. This was due to several reasons- implementation of a new phone system, lack of campus staffing, the Admissions phone number on the main webpage (instead of the campus operator/switchboard #). This meant that Admissions received the bulk of all calls, often beyond the regular business schedule.

Additionally, former Director, Frank Orona, retiring put a strain on the staff, and the transition was a challenge due to limited Banner9 access the week of training and limited on-campus Internet access.

CET- non-degree component caused issues in processing over 200 applications. As this program continues to grow exponentially, staffing needs to be addressed. I think that a program coordinator and a program-specific orientation is imperative to the success of this program.

#### E. Budget requirements

Projected Costs per year:

Scanner App with unlimited leads "GOTOCOLLEGEFAIRS.COM"- \$3,500

Purchasing Junior/Senior Class Lists-\$5,000

NNMC Annual Expo- \$8,000

Recruitment' Swag'- \$5,000

Total: \$21,500

#### III. Future Projects

A strategic recruitment/admissions plan is imperative to the success of our office moving forward. Future projects include purchasing junior/senior class lists, who meet our preferred criteria, along with scanners to facilitate our high school college fairs (NMCAC). We also desperately need a CRM so we can track from "inquiry" to "admitted," to "enrolled," "packaged," "registered," and "paid" (not always in that order). It is also important that we hire a recruiter specifically to work with our Native American populations, which include recruiting and outreach in our Eight Northern Pueblos and collaborating with educational leaders in each Pueblo. In order to operate more efficiently and effectively, we also need to be fully staffed. Finally, when we are fully staffed, it is imperative that we have a regular (weekly) presence and office hours at each of our local high schools (EVHS, PVHS, MVHS, McCurdy, LAHS, CHS, SFHS).

## I. Annual summary of activities

### A. Enrollment

Advisement Center: During the AY 20-21, the College, specifically the Advisement Center, settled into a remote services model and demonstrated that we could adapt. During the early stages of the pandemic, the changes required of us all were nearly overwhelming, yet the Advisement Center staff adapted well 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 at 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. One theme from this year will be that processes developed in response to the pandemic and the remote work environment were often highly effective and worth continuing as we return to campus. Early on, we contacted our advisees directly to check on them and to make sure they understood that we were shifting to online classes across the board, 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, and especially a role for Zoom sessions, 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 based primarily on an in-person model. 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. Then, as we prepared for the Fall 21 semester, the Advisement Center developed new processes with a de-emphasis of the Accuplacer exam and to enhance the remote

working environment. One major change for the Fall 21 semester and forward has been the wide utilization of the “Complete, but not Enrolled Report.” The Advisement staff used this report and all its updates to reach out and set appointments with students. In the past, the students came to us; now, we also proactively reach out to them. As our processes evolve, it is ideal that the Strategic Enrollment Management (SEM) Team has identified the mapping of this entire first-year experience—from recruitment to admissions to enrollment through to year two 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 the College.

Between the Fall Semester NSOs and spring semester NSO, we have two very different events due simply to the numbers. The last two on-campus Fall NSOs served over 150 students, while Spring 2020 had 40 students in attendance. However, the Fall 21 NSO presented a completely new challenge. Due to the pandemic and campus closure, the College decided to develop an online orientation delivered through Blackboard accompanied by a more interactive, small group session offered via Zoom.

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. During the Fall 2020 NSO, over 50 students took part in the four Zoom sessions, and 87 students accessed the Bb component, with 42 completing the final survey. The online orientation, with significant updates and improved videos, was utilized for the S21 NSO, with 24 students taking part in the Bb course, 16 responding to the survey, and 18 participating in the Zoom sessions. These much smaller numbers are fairly typical for the spring semester. 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. The NSO Planning Team is planning to utilize the same model for the Fall 2021 NSO, once again with updates and revisions as needed. We are anxious to return to an in-person orientation, but that won’t make sense until we are truly back on campus.

Another accomplishment this year was the development of multiple measures placement procedures in collaboration with the Math and English departments. The pilot project began in the Spring of 2020 and was used to place students in the Fall 2021 semester. Our timing was especially advantageous since much of the testing, including the Accuplacer was not initially available during the pandemic. 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. The Placement Procedures document was updated in April 2021, as the pilot project was supported by the Math and English departments even during this tumultuous year of the pandemic and forced online learning for all.

#### C. Communication

For the past two years, 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 in July of 2020 and will take on the full Welcome Desk Receptionist role as we return to campus.

This position has been a positive addition to the advisement center and the College as a whole, but has not been able to play the full role expected due to the campus closure. Local problems with Internet connectivity and our phone system have also complicated this role. The position does play a key role in responding to the new Chat system, which has been a significant benefit to the College. The position also manages reception duties for the Advisement Center and monitors our multiple spreadsheets and outreach efforts to set up advising and testing appointments.

#### 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. Since early 2020, the Advisement Center has emphasized cross-training. This gave the group the chance to work more closely and to become more interdependent. Through weekly Zoom meetings, the staff has maintained that sense of team spirit during this year and a half of remote work. However, the Advising Center staff is eager to return to campus and work face-to-face with students and colleagues.

The Advisement Center is in the midst of a search for a new Director of Student Success and Advisement. We are pleased that this time, the Advisement Center staff is fully apprised of the search and two members are serving on the search committee.

## 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 positively impact enrollment as students will be encouraged and motivated when they get to experience college work beyond what they refer to as “the basics.”

Testing Services experienced a great deal of disruption and then adaptation due to the pandemic and the campus closure. At first, the different tests we offer, Accuplacer, HiSET, and CLEP, had no online options, and we were unable to administer the tests. Within a few months, both Accuplacer and HiSET provided online options. Accuplacer is offered through our testing services and is proctored through Zoom breakout rooms. Fortunately, this has coincided with our updated placement procedures that allow us to use High School transcripts to place students into Math and English classes; this has reduced the demand for Accuplacer exams. Eventually, HiSET offered a third-party proctoring service, which more recently became available for students under 18. Since April 2021, HiSET testing is being offered again on campus with a reduced number of sessions. The Director and the testing services examiner have been working on getting certified to bring the PRAXIS exam to campus, but that certification process has been delayed due to the campus closure. We hope to be able to offer this testing to our education students by the early Fall of 2021.

Once the testing center in the library is fully functioning, we recommend using this space for Accuplacer and PRAXIS exams as well. The testing space in the Advisement Center has never been appropriate due to space and noise levels.

## B. Student Success

One challenge that has been especially apparent this past year and a half has to do with accessing technology. This past year, all of our students are off campus trying to make sense of their email, banner, and Blackboard. In response to this increased demand for tech support, the NSO team and advisement, along with the Eagle Techs created a process entitled *Tech Set-Up*. Shortly after students register, we arrange a time for them to meet one on one with a staff member—this year, that has been one of the advisors or an Eagle Tech. The process is likely to move completely to the Eagle Techs this summer. During this session, which is most effective through Zoom, the student has the chance to set up their email and learn how to access and utilize banner, the bookstore, and Blackboard. This process developed to respond to remote learning will clearly continue to serve students once we are back on campus.

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

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. We need to re-establish a college-wide Advising Committee, which will include faculty, first-year advising, and other specialty advisors across campus.

#### 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 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 acquisition of Retention Software has been a priority for the past three years. Each year, due to our grant funding, it appears that the new software is on the horizon. As a result, we have not purchased any advising software that would help us track and monitor our students' progress. We support the purchase of a robust retention software product. However, if the grant funding is not available, we will propose the purchase of a more basic tool; one such tool is Advisor Track, which could provide additional tracking and reporting for advising activities. The cost estimates are about \$2995, with an annual support agreement for \$849.

### 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 Team work. Ideally, this would involve a commitment to academic maps and well-structured first year scheduling for students.

Continue to develop our outreach processes to create a more proactive approach to connecting with FTACs, continuing, and returning students.

#### B. Student Success

Some important activities are next:

- Improve First Year Advising processes through the more formal assignment of advisors to first year students. Ideally, this will lead to more of a case management model of advising.
- Continue to support and schedule students for Tech Set-Up sessions to ensure that this becomes a standard component of new student onboarding.
- Reinstate the college-wide Advisement Committee to include representation from academic chairs, faculty, first-year advising, and specialty advisors.

#### C. Communication

Continue to support the involvement of the Advisement Staff on college-wide committees.

Schedule regular meetings with academic departments and the Advising Center staff to support program updates and ongoing communication between faculty and first-year advising.

#### 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.

Provide more cross-training between First-Year Advising and the Financial Aid Office. Advisors need to have a fuller understanding of the financial aid processes and requirements. Through access to additional Banner screens, advisors could help students understand where they are in the Financial Aid process.

Financial Aid Office  
Responsible: Kathy Levine

#### I. Annual summary of activities

##### A. Enrollment

The Financial Aid Office performs and provides services to students that are critical to the overall enrollment of the college. The College Navigator reports that in 2019-2020, 99% of all entering first-time, full-time freshmen received some form of financial aid that was processed through the Financial Aid Office. For the 2020-2021 academic year, the Financial Aid Office received 1,289 Free Applications for Federal Student Aid (FAFSA). Of those, 328 applications were selected for the Federal Verification process, which requires the collection of additional documentation, review, and processing by the staff in the Financial Aid Office. The Financial Aid Office processed 57 Federal Student Loans and 328 Federal Pell Grants. A total of \$4,756,188 in aid was processed by the staff in the Financial Aid Office—representing funds from federal, state, institutional, and private sources.

##### B. Student Success

The staff in the Financial Aid Office is committed to assisting our students in completing the financial aid process so they may achieve their educational goals. Hampered by the campus shut down due to COVID 19, some initiatives and programs performed in the past could not be continued in 2020-2021. However, the former Director was able to secure a grant from the New Mexico Higher Education Department that directly funded a position to assist students in completing their FAFSA. The FAFSA Outreach Specialist conducts one-on-one virtual FAFSA completion appointments, virtual FAFSA workshops, and outreach to both current and prospective students.

##### C. Communication

The former Director established a culture of open communication with the Financial Aid staff. The new Director has been able to continue and build on that base. Frequent meetings take place to discuss, inform and train the team. The exchange of ideas to improve process and student experience is important to not just the success of the Financial Aid Office but for each individual team member in the office.

Student communication was negatively impacted with the campus shutdown and moving to a remote working environment. Because phone communication was difficult, all efforts were made to push students to communicate with the office via the main email and to set up virtual appointments.

##### D. Team Spirit

The 2020-2021 academic year saw an almost complete turnover of staff in the Financial Aid Office. A new Director came on board in January 2021. Due to the number of vacant positions, the office structure was evaluated and reorganized. At one point, the office consisted of two full-time staff: the Director and a Financial Aid Officer; and two part-time, temporary staff. New staff

was brought on board, and a new team dynamic has been built. The current team exhibits the traits of a high-functioning/high-performing team. They are student-focused, eager to learn, supportive of each other, share ideas and collaborate, and most of all want the office and college to move forward in a positive direction. The Financial Aid Officer who was here through the turnover said, "After almost a complete turnover in staff, I feel that the new Financial Aid Managers have ensured a positive transition during a time of difficulty, changes and an unknown future."

All team members have been involved in learning each function of the office, allowing them to become familiar with the entire financial aid process. They participated in working with a consultant to build the 2021-2022 financial aid awarding year in the Banner system, giving them greater knowledge and input in streamlining processes which will allow for better service to students. One Financial Aid Officer said "Training with the Banner consultant, along with the new team being inclusive, supportive and knowledgeable in financial aid procedures and best practices give the financial aid office a vision."

## II. Challenges

### A. Enrollment

The biggest challenge the department is trying to overcome is our lack of technology and technical support. The Banner system has not been kept updated and there is no one employed by the college who has that Banner expertise to bring it up-to-date. Outdated system rules have rolled forward year after year. The result is processes that should be automated and performed in a few minutes must be handled manually, requiring the entire staff to spend days to complete. Couple this with working remotely, it caused major delays in the awarding of student aid, disbursement of funds, verification processing and many other processes that affect a student's ability to enroll in classes.

### B. Student Success

The challenges mentioned above were compounded by the inability of the system to perform even the most standard of automated tasks and the instability of the computer networks (and phones), which resulted in service to the student at an unacceptable level. The office found itself in a chaotic spiral where the only way to ensure students could move forward meant working considerable extra hours with no relief in sight. Students were consistently unable to reach the office by phone, and keeping up with email was almost impossible. Students and faculty became frustrated with the office, causing most of the staff's time to be spent dealing with disgruntled and upset students, fixing one individual issue at a time, rather than processing aid for the entire population. The only option to stem this was to bring in a consultant to assist in updating the system. The 2020-2021 aid year processing had to be finished via manual processing. While 2021-2022 is still not at an efficient or acceptable level of processing, it is in a better place than 2020-2021.

### C. Communication

Communication overall has been one of our biggest challenges, starting with institutional communications. We understand that unexpected outages will happen, but the institution has to get better about letting staff and students know when and what is going to be down when known. For example, when a notice went out that the phone system would not be available, we believed this meant only the phone system. When we requested clarification, our requests were not responded to, and we continued to assume only the phone system would be down. However, that was not the case: all the network, Internet and Banner systems were also down. Had we known, we could have put an automatic reply on our emails, rescheduled virtual appointments and rearranged staff times to meet the needs of students. This has happened on several occasions. When institutional communication is not robust and when peer departments do not communicate with each other, the end result is poor service to our students.

Communication to students has been challenging. Previously, when staff was on campus, they relied on sending everything to the student via USPS. This is inefficient and costly. The number of documents and notices required in student aid regulation resulted in an excessive cost to purchase paper, toner, envelopes, and postage, as well as the cost of returned mail. The utilization of the student portal and email was almost nonexistent. The student portal is clunky and difficult to navigate. The ability to bring in the consultant referred to above to assist with the Banner system also allowed the team to set up tracked email communication and get better information onto the portal. Please note that this is only a rudimentary setup, and more needs to be done to make it truly functional. However, the team now has the ability to send students an email notice directing them to the portal to view and download any required documentation needed to process their aid. In just a few minutes, the team was able to send more than 300 emails to students, a task that would have taken days if done by mail. The response from students resulted in clearing over 50 files within the first 48 hours after sending the notices. However, as mentioned, we know there are areas in the system not set up properly that we did not get to cover with our consultant. Specifically, the Satisfactory Academic Progress process is a significant concern. The current process is assigning students incorrectly to an unsatisfactory SAP status and therefore causing stress and needless work for both students and staff.

On a positive note, the Financial Aid team continues to add documents to this new email process. The staff is now also sending award notifications and is in the process of setting the disbursement notification, appeal notifications, and more. The office will continue to build out this communication platform.

#### D. Team Spirit

As discussed above, the Financial Aid Office saw almost a complete turnover in staff. At this writing, there are still two vacant positions in the office. The staff is new and inexperienced, yet team members are very motivated and excited. Together this new group is building a culture of support—support for each other, the students, other departments and Northern as a whole. Their enthusiasm and energy are propelling them forward to make the Financial Aid Office proactive and student-focused. However, they need to attend more trainings and conferences to get the knowledge required to serve students and keep the institution in compliance. Many

organizations offer free trainings, but those are basic and do not get to the level needed for an individual to become proficient in an area as complex as Financial Aid.

#### E. Budget requirement to address challenges

There are several items that must be addressed; first and foremost is the Banner system. It is widely understood that Northern is a participant in the CHESS Collaborative and will be getting a new ERP system. However, that is at a minimum four years away. NNMC must invest in getting the current Banner platform stable, with automation for basic functions and better student self-service on the portal. One of the most important items that must be fixed is the Satisfactory Academic Progress for Financial Aid Eligibility rules. This item was also an area of concern in our most recent assessment from the Minority Serving and Under-Resourced Schools Division of the US Department of Education (MSURSD) and must be addressed. An estimate of what will be required to deal with this was received from Strata Information Group (SIG) of 140 hours with a cost of \$170 per hour. The Financial Aid Office also needs to update its Policies and Procedures into the new recommended format provided by the National Association of Student Financial Aid Administrators (NASFAA). The cost to implement this is \$99. Additional training for staff can be obtained through webinars with NASFAA. The cost to add these to our dues is \$500 for unlimited access to approximately 20 live webinars a year and dozens on demand that would normally cost \$120 per person/view.

### III. Future Projects

#### A. Enrollment

Over the next academic year, the Financial Aid Office plans to continue to fine-tune its processes. This year, processing was very late. Students have the ability to start filing the FAFSA in October, and we should be processing and sending notices of missing information in November. Award notifications should ideally be going out in December/January for the upcoming fall term. This will give the student the ability to plan and encourage early registration.

#### B. Student Success

The ability to process students' FAFSAs and verifications earlier also allows the office to focus on awarding state, private and institutional funds earlier. Ideally, students should have their financial aid and any payment arrangements made prior to the start of term so they can commit themselves to starting classes, rather than worrying if they are going to get de-registered for non-payment. The first two weeks of a semester are critical to a student success. A student should be spending this time getting to know instructors and classmates, reviewing course materials, and learning to use the resources NNMC provides to be successful in the classroom—not spending it in administrative offices.

#### C. Communication

Communication is a key part to ensuring students have their aid and financing in place prior to the start of the term. The Financial Aid Office will develop a calendar and plan for communicating with students. In addition, the Financial Aid Office will work with other student-facing

administrative offices to coordinate messaging and not overwhelm them with information all at once.

The Director and Associate Director will work to build upon the existing open communication in the office. Additionally, a compliance calendar will be created, ensuring that all staff understands the various federal, state, and institutional deadlines. Training and knowledge sharing will continue to strengthen the staff's expertise in all areas of Financial Aid with the ultimate result being exceptional service to our students.

#### D. Team Spirit

The Financial Aid team already demonstrates a cohesive team spirit. Every member of the team will work to strengthen that. It is important to the Director to enable personal and professional growth of all team members. The Director would like to create team-building opportunities that will eventually include other peer departments and foster better working relationships. The Director sees a lot of potential with the team and areas where the office can excel.



## Special Educational Programs

Adult Education Program  
Director: Robert Freeman

### I. Annual summary of activities

In the past fiscal year, there were critical changes in the Adult Education (AE) program. The COVID-19 expedited the AE Distance Learning (DL) program, which changed the program's surface in presenting classes. The AE went completely online and established the tools and assets needed on the go. The AE program implemented two staff changes. A full-time Data Entry Clerk and a Program Coordinator/Career Pathway Instructor. The changes were critical to providing AE services. The most significant barrier was technological issues in converting online. Additionally, the AE student math instructor was significant during the transition. The remaining instructors had to learn a new way of teaching AE students.

#### A. Enrollment

Student Data 2020-21	
Total count of students that were enrolled in the past 12 months	63
Total count of students that left before measurable skills gains	24
Total count of students still enrolled	21
Total count of students who obtained a High School Diploma or its Equivalent	2

#### B. Student Success

Higher-level digital literacy skills are introduced as the students make progress through the AE program measured through the National Reporting System (NRS) levels. What results is a pathway by which learners can enter the program, build their literacy skills, and move along the continuum until they reach a GED or are prepared for entry into the workforce or post-secondary education and training. The AE program has continuously operated under the premise that it is essential to offer AE services in a small, rural community as the same in larger communities. For this reason, a rigorous effort is made to provide access to the AE program to as many adult learners as possible across the counties.

#### C. Communication

The AE staff has ongoing weekly meetings and discussions via face-to-face, Zoom, email, and telephone. The AE students contact the AE staff by phoning cellular phones provide by the AE program. The AE program purchased cell phones for the AE staff due to the volumes of calls with the AE students. The google apps continue to play a vital and influential role in the AE department.

#### D. Team Spirit

NNMC AE team must be unified to work at a higher level of performance. Team spirit is built upon trust, communication, collaboration to reach objectives and goals. It is critical for every member of the organization to understand the concept of teamwork and to consider their job as part of a team effort. Encouraging open, honest communication and fostering employee interaction are better positioned to have good teamwork among employees.

## II. Challenges

For adult learners, the pursuit of higher education is a choice to a life-changing endeavor. Equipped with hope, learning is the desire. Although adults enter learning experiences from many frames of emotion and cognitive beliefs, each views this experience as the purposeful choice for a new and different future, a future of hope and possibilities. Given the courage and the fragility of adult students, the most significant challenge are emotional challenges. The complex journey of going back to school is an emotional validation and conflict, and it will challenge their worldview, which will change both the mind and the heart.

### A. Enrollment

Student Data 2020-21	
Total count of students with fewer than 12 hours (Table 2A)	11
Total count of students with 12 + hours	49
Total contact hours for students with 12 + hours	6,821
Please indicate your retention rate to 40 hours or more. (# of AE students with 40+ instructional hours divided by Table 4, Column B AE Total)	0.67
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)	0

### B. Student Success

The Adult Education program offers College and Career Readiness classes that emphasize occupational skills and soft skills valued by employers. In addition, the course focuses on transitioning Adult Education students into the college or a career. The class integrates New Mexico Workforce Connections workshops in the following topics: resume writing, cover letters, interviewing tips, and job searches. Representatives from New Mexico Workforce Connections also discuss and provide students with available employment opportunities and work-based training opportunities. The AE curriculum is designed to stress students' personal readiness towards career pathways. Students participate in advisement sessions every two weeks to establish academic and career goals. Together they work with Adult Education staff to accomplish set goals.

#### Students' Gain Data

Students' Gain Data	
Average contact hours for students with 12 + hours experiencing level gains	32.65
Count of all HSE graduates with 12 + hours	2
AE students with 12+ who separated before achieving MSG	24
AE students with MSG's	14

### C. Communication

The AE Program uses the National Reporting System (NRS) system, which monitors the AE program performance and provides program guidance. The NRS reporting system is an outcome-based reporting system for the State-administered, federally funded adult education program. The NRS system is being monitored and reported by the Director and Data Technician, who are both NRS trained and certified.

The AE Program uses a web-based system called LACES (Literacy, Adult, and Community Education System) that is used to collect data and run reports of student data after potential students have completed TAE 11 tests in both Math and Reading, our Data Technician (who is NRS trained and certified) accurately views and distribute information provided by students into the LACES database. Including their demographics which are immediately distributed into LACES, along with their TAE 11 test scores. Once our Data Technician enrolls students into accurate class levels, they view and input student hours. After each student completes at least 40 hours, they are then provided with the TAE 12 post-test, then imputed into LACES. The AE Director and Data Technician are trained and certified in LACES.

### D. Team Spirit

One of the most critical challenges we face in moving to a remote classroom is maintaining team spirit and morale. While some people prefer the privacy of working from home, others relish and value the feeling of being part of a classroom. To many students, the benefits of a remote classroom increased productivity and provided greater convenience for students. But it is challenging for new students to feel as if they are genuinely part of a team when attending remotely. When the classroom is virtual, a common purpose is often absent, which creates a challenge for team spirit.

### E. Budget requirement to address challenges

There is little research on the nature of the professional development of adult education instructors. Researchers should investigate what teachers need to know and how best to train teachers, including how coaching and mentoring should be offered. WIOA Title II leadership funding has been used for professional development, but more may be necessary. There is little funding allocated for professional development. Low-cost options (e.g., online options) should be determined because teachers are often hourly or make meager wages. Low pay for instructors is a disincentive for teaching. Higher pay could help to address the turnover of AE students. High turnover undermines trust between students and teachers, and this could impede Learning.

The AE Department grants for FY22 are \$132,049.00 for the State and \$63,447 for the federal, which is less than the previous year. The current funding allows for a full-time staff of three administrative members whose primary responsibility is to support student's intake process, data input, career development, and other HED requirements throughout the year. Additionally, AE funding supports the professional development of the three part-time instructors and staff.

### III. Future Projects

One of the most significant disparities that COVID-19 has highlighted for the entire field of education is access to reliable technology. Another challenge highlighted by the pandemic is diversity and inclusion. Improved professional development and training in diversity and inclusion are necessary to reach more adult learners effectively.

#### A. Enrollment

The future of enrollment is maintaining an active objective of the tot Measurable Skill Gains (MSG). MSG is the method by which Title II Adult Education and Literacy (AEL) programs establish learning gains and the Educational Functioning Level (EFL) continuum by students enrolled in Adult Education programming. Gaining an MSG occurs in one of the following ways: Comparing the participant's pretest with the participant's post-test, using a National Reporting Service (NRS) approved assessment tool to measure learning through State approved procedures. Participant enrollment in post-secondary education and training after exiting Adult Education programming and obtaining a secondary credential (Diploma) or its recognized equivalent (GED, etc.).

#### B. Student Success

The current crisis is forcing our educational institutions to change faster than we ever thought possible. Technology will be the center roll of educating and training students. Thus, it eventually gave rise to the popularity of progressive education programs, which rapidly acquire skills that can affect a career pathway lucrative opportunity. The progressive process may teach students how the process and acquire instead of teaching the information to them.

#### C. Communication

The progressive education programs will force many education institutions to look outside of traditional education and training. The home-based work and study programs will most use a smartphone, which will be their primary means for communicating both school and work.

#### D. Team Spirit

Organizations will need leaders who can operate well across two distinct modes, which are virtual and face-to-face. Team Spirit means establishing goals, monitoring progress, managing information, and staying connected with colleagues working remotely and in the office. When teams come together to engage in collaborating, leaders will need to operate face-to-face and in virtual media.

#### I. Annual summary of activities

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 the Fact Book in July 2021 but will be finalized in an Annual Performance Report submitted to OME in October 2021. In addition, the effect of the COVID-19 pandemic has impacted CAMP performance and GPRA measures for fiscal years 2020 and 2021. In FY 2021, the effects were immediately apparent as they have been in FY 2020. After only a few months, the expectation was that life would return to normal, and the momentum would carry us through the end of the academic year. As telecommuting persisted and uncertainty remained, it took a toll on the psyche of students and staff. CAMP depends on consistent and continuous programming and personal communication with students, both of which became difficult to maintain in virtual settings. As students studied from home, they had to contend with many barriers and challenges such as lack of continued dependable Internet service and access, lack of technological resources, ease of in-person academic support, and family obligations. In FY 2020, the CAMP program was operating from home still with minimal footprint on campus. No students were present in the CAMP Office or on-campus until July 2021 for CAMP student candidate interviews for Fall 2021 as the academic year comes to an end.

Grant Year	Yearly Budget	Incoming Students		Outgoing Students			CAMP Completers		CAMP College Graduates
		Funded to Serve	Total Served	1 <sup>st</sup> 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
2020-2021	\$424,982	30	32	10	6	14	69%	90%	22

#### A. Enrollment

The program continued to enroll students; double entries in spring and fall. This change was successfully implemented, and CAMP enrollment was challenged due to COVID. Recruiters were unable to go to local high schools due to the closure of the public schools. Recruitment is currently at a record high, with a waiting list of students interested in CAMP. However, due to COVID-19 the recruitment process on travel and application processing was at a standstill.

#### B. Student Success

The preliminary GPRA outcomes for 2020-21 show NNMC CAMP continued to be stable in Fall 2020, but due to COVID-19 in Spring 2021, the campus continued to be closed for students, and students withdrew from college due to challenges with sufficient Internet, learning styles, lack of

face-to-face instruction, and additional resources needed for the students. GPRA 2 retention target fell short to a 90% level due to students who thought they would return to school but choose not to due to all online. GPRA 1 fell short due to some HEP students who were not academically ready for the rigorous college course work. In addition, as the college continued limiting access to Campus for first-year college students, the project reported 80% of faculty submitted progress reports for CAMP students, even though students were challenged submitting academic progress forms to their professors. The Faculty/Staff/Peer mentoring initiative fell short and there was no student mentoring with faculty and staff due to COVID. The CAMP leaders who did mentor current CAMP students found it challenging to communicate due to Internet access and not able to physically meet in person for one-on-one meetings. Virtual Zoom meetings were okay but do not replace the level of engagement when activities are face-to-face. NNMCCAMP graduates continue to rise, even during this COVID time. Our CAMP students continue to persevere during this time and are excited to receive their AA- Associates degree but are saddened to not celebrate with a graduation ceremony. NNMCCAMP was challenged due to NNMCC's COVID protocol and procedures to the closure of the campus and the continued minimal footprint on campus. CAMP did their best and implemented creative ideas to provide individualized Student Success Support Services that address the needs of the students,

#### 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 NNMCC 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 minimal footprint on campus. CAMP continues to utilize 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 depending on Internet service. Staff communicates internally via regular meetings, email, phone, texting, and Google docs and calendars. CAMP currently communicates with students virtually 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 positively affect public relations and future enrollment.

#### D. Team Spirit

Last May, CAMP was awarded the New CAMP Grant for 2021-2026. Funding and opportunity for students who qualify to go to college with scholarship that helps pay for the student's first year of college. Also, on-campus partners and community partners play a critical role in helping students adjust to campus life and complete their first year of college.

Our CAMP Advisory Board Committee (ABC) members were available virtual, but could not meet as often as we would of like to. Communication fell short, but as we slowly return to campus, the regular meetings will resume again.

CAMP collaborated with Espanola Valley High School (EVHS) to create a mentoring initiative for high school students who would like a college mentor. CAMP Director was on this team with

Student Senate, Upward Bound, Gear Up, Steve Cox, Recruitment, LANL, Espanola Public School Superintendent, and Espanola City. This was a good project but was it constraint to have the in-person mentoring opportunity.

Because of the CAMP collaborations with EVHS Gear Up, two of our CAMP alumni currently work with Gear Up. Also, CAMP alumni are employed by Upward Bound. This example shows CAMP's benefits, which have boosted recruitment efforts for Upward Bound students for CAMP. This community mentoring initiative effort with EVHS used the CAMP mentoring model to support and guide this project. Northern and CAMP continue to work closely with key NNMC departments virtual during the COVID crisis. CAMP focused on student support and success that continues to 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. CAMP looks forward to returning to campus and working with our students face-to-face in a healthy and safe environment. In addition, soon and hopefully productive and actionable meetings will continue with CAMP Staff, Community Partners, and the CAMP Advisory Board Committee.

## II. Challenges

CAMP staff members were challenged with unsatisfactory Internet services, just like students and the inconsistency of some faculty to respond promptly the student's academic progress forms. Staff missed working in person one on one and face-to-face with Students. Students were uncomfortable with the new norms, and some could not follow through with their online coursework. In 2020-2021 GPR 1 declined during the spring 2021 semester due to students wanting and curious when face-to-face classes will be available at the college.

### A. Enrollment

CAMP Recruiter/Adviser has continued to have challenges during this COVID school year. Our services of assessment were provided, but no physical one-on-one in-person interaction challenged accommodation for specific student needs of resources was taken.

### B. Student Success

During AY 20-21, the grant continued to use the institution's available resources to their advantage to have a smoother transition for students, along with Group Team monthly meetings: CAMP, Northern Advising, Admission, Financial Aid, Testing, and Recruitment. While CAMP continues to offer comprehensive new 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. Students reported moderate struggles with advising as they transition into CAMP for the correct coursework for their first year of studies. 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. A successful CAMP advocate who has joined our team is Ms. Alma Rivera, who socially supports and encourages CAMP students through her Zoom Student/family meetings with activities such as “Be Kind to Yourself” and “Life’s Skills”.

#### C. Communication

During 2020-2021 was a whole new way of communicating with students. 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. We hope that when we return to campus in Fall 2022, we revisit the idea of a newsletter that would help to promote enrollment by showcasing the achievements and interests of CAMP staff and students. It would be a platform for CAMP to express appreciation to the many agencies who help us be successful, but our focus was trying to keep students in school, complete their assignments, and communicate with CAMP staff.

Due to short-staffing in the business office, there were communication challenges in the submission process of purchase requests, invoices that need to be paid, purchase orders, in-house requests (Bookstore), etc. on which form goes to which individual who completes which task in processing documents and required forms within specified time frame. This situation appears to have been rectified. Currently, it would be great to have an acknowledgment response from the purchasing department when purchase requisition are submitted. We do not know when the when process is completed until two or three weeks later.

#### D. Team Spirit

CAMP academic advisement is a vital aspect of student success and is a core position on the CAMP Team, and it takes time to recover when staff leaves the program. Fortunately, Stephanie McReynolds continues to “move mountains,” and the quality of her service is endless. She values students and their ability to finish school. Her team spirit is contagious, and her ability and culture dynamics create a welcoming environment in the CAMP suite. Her high energy level is endless and she models the importance of education and staying in school. We are proud of our two student interns. One finished his Bachelor’s in Spring 2021, and the 2<sup>nd</sup> Student Intern will finish her Bachelors in May 2022. Currently, one of them holds a position in the CAMP program as a CAMP recruiter. These student-interns value CAMP and now hold important roles in the program. What a great way to display “team spirit”. 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.

#### E. Budget requirement to address challenges

None

### III. Future Projects

The new CAMP Grant was a successful project; the Grant Writer Dr. Beatriz Beccerra-Barrckholtz successfully wrote an outstanding grant. The proposal that was submitted was one point shy of



a perfect score. We are so excited about this project. We were awarded a continuation CAMP Grant for 2021-2026 in May 2021. This new CAMP award will give students at Northern opportunities to attend college. Due to COVID, enrollment plans for the future are to continue to strengthen collaborative community relationships and strengthen our relationships with the CAMP Advisory Board Committee members and our Native American Community. The CAMP Advisory Board participated in our student interview week. Students who qualify for CAMP are interviewed by the Advisory Board Committee and give CAMP their recommendations on the students they think will succeed in the program. Also, CAMP will continue the recruitment process by reviewing 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. An important note; students who were interested in applying into CAMP deferred until NNMC resumes face-to-face instruction.

#### A. Enrollment

CAMP Recruitment is ongoing year-round, and the new CAMP recruiter is in the process of recruiting students for Spring 2022 and Fall 2022. All correspondence going out to the high school counselors will indicate this. Similarly, 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 2021-2022 fiscal year. There was no travel permitted during the COVID year 2020-2021. This made it challenging for recruitment because this is how we enroll students in CAMP.

#### B. Student Success

In the Spring 2022, a New CAMP class will incorporate First Year College experience topics, Community Internships and/or mentors initiatives, STEM initiated project, Student Leader Internship Program, Advisory Board Committee, Native American Enterprises. CAMP Community Service Collaborative Projects: Community Garden Collaboration, 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 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 online student 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 Leaders' recommendations. These recommendations are related to increasing engagement activities, making mentor meetings 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.

#### D. Team Spirit

CAMP will form new relations with the New HEP Director and his team. 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 continuing efforts with the NNMC Behavioral Health Counselor have resulted in two check-in sessions per semester for CAMP students and an introductory workshop at CAMP New Student Orientation, August 2021. We have accommodated the counselor closer to the CAMP Office in the Student Support Service Area, making it easier for CAMP students to access services. But during COVID, this activity was limited to email, phone calls, and Zoom meetings. CAMP will continue to follow through with its new CAMP Student Leader Internship Project.

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) Title V Project  
Director: Kristy L. Alton

I. Annual summary of activities

A. Enrollment

The Title V CASSA Outreach Coordinator/Academic Advisor's role focuses on outreach to Santa Fe area high school students and to transfer students from Santa Fe Community College (SFCC). This academic year the Outreach Coordinator hosted and/or attended all outreach events virtually due to New Mexico COVID-19 restrictions. Outreach information was delivered to 172 students in the Santa Fe and surrounding areas. There were six information sessions held at local middle and high schools to develop an awareness and interest in the programs offered at Northern. Four information sessions were held at SFCC during the spring semester to deliver information about degree programs to potential transfer students. The Outreach Coordinator is developing relationships with UNM-Taos, CNM, and San Juan Community College to extend our outreach efforts to transfer students state-wide.

B. Student Success

1. Student Support Services: The Title V CASSA Project provides the following student support services: peer-led team learning (PLTL) also known as embedded tutoring, peer-tutors, peer-advisors, and Eagle Techs. There were three Math and three Engineering embedded tutors this academic year. Nine peer tutors provided tutoring services via Zoom at the Online Madrid Center. One peer advisor was assigned to each of the following departments: Engineering, Language and Letters, and Teacher Education. Title V CASSA funded four Eagle Tech positions which helped increase the availability to help solve Northern students' technology-related issues. In the fall of 2020, CASSA piloted a peer mentoring program. Five peer-mentors were hired and trained to support first-year students in 2 First-Year Experience courses.
2. Behavioral Health Counselor: The Title V CASSA Project provides free Behavioral Health Counseling services to all Northern students. Due to the COVID-19 related campus closure, all counseling sessions took place via phone and were scheduled to meet student needs. The Behavioral Health Counselor is a member of the CARES Team and also makes regular presentations to various Northern departments and classes. The Behavioral Health Counselor addresses issues with depression, anxiety, stress, PTSD, anger management and alcohol and drug abuse.
3. Degree Works: All academic years from 2016-2020 were successfully scribed as of the beginning of the 2020-2021 academic year. A major focus of this reporting period was to create Student Education Plans (SEPs). Two student workers were hired to help with the SEP effort. Nearly all audits for graduation were done via Degree Works this spring. The Degree Audit Analyst now reports to the Registrar and continues to work closely with Title V staff.

4. Professional Development for Faculty: The Instructional Designer, hired in July 2020, worked with the DE staff to design professional development opportunities for Northern faculty in Genius. In addition, Northern faculty had access to Academic Impressions online professional development sessions through January of 2021. 14 Northern faculty participated in the Title V CASSA Tuition Reimbursement program and took CNM's TLOL (Teaching and Learning Online) 1010 and 1015. Four of those faculty completed the five-course TLOL certificate program. Two faculty took and completed the Quality Matters Teaching Online Certification course.

#### C. Communication

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. Staff meetings happen approximately every two months. Meetings between the Director and each staff member happen more frequently as needed.

CASSA staff participate in the following teams/committees: SEM (Strategic Enrollment Management) Team, CARES Team, Distance Education/Library Weekly Meetings, 8-Week Course Implementation Committee

The Title V CASSA Peer Tutoring Services at the Madrid Center has a web page available on the NNMC website with contact information, hours of availability, a calendar, and a Zoom link. All advertising for student support services is done via Northern email broadcast and social media.

#### D. Team Spirit

The Instructional Designer, a position that was highly anticipated by faculty and staff, was hired in July 2020. He has helped faculty design more than 40 online courses this academic year and provides ongoing technical support for both faculty and staff.

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. Additionally, CASSA has purchased computer equipment for three of Northern's departments this reporting period.

### II. Challenges

#### A. Enrollment

The biggest challenge to our outreach efforts this year was COVID-19. All outreach events happened virtually. This resulted in fewer contacts and presentations than would have normally occurred.

#### B. Student Success

Student Support Services: The number of Northern students utilizing the peer tutoring services at the Online Madrid Center remains low.

In fall 2020, a peer mentoring program was piloted in two FYEX courses. This program did not continue into the spring because, like the peer tutoring services, it was underutilized.

#### C. Communication

Using email broadcasts and social media announcements to market peer tutoring was not as successful this year as anticipated.

#### D. Team Spirit

Despite the physical distance due to the pandemic, our team spirit has not suffered and we function cohesively.

#### E. Budget requirement to address challenges

N/A

### III. Future Projects

#### A. Enrollment

The Outreach Coordinator/Academic Advisor will continue to work toward the goals of year 3 and 4. She will focus more energy on outreach and transfer students. Two transfer student ambassadors will be hired this academic year to help transfer students “navigate” their first year at Northern.

#### B. Student Success

1. Student Support: Services Embedded tutoring, peer tutoring, peer advising, and Eagle Techs will continue to function virtually until classes resume on campus.
2. Degree Works: The Degree Audit Analyst will determine if it is appropriate for us to upgrade to the latest version of the Degree Works software.
3. Supporting Course Design: The Instructional Designer will attend three train the trainer type workshops with Amarillo College to learn how to help Northern faculty design their courses in an 8-week format.

#### C. Communication

We will continue to market our services via social media, email, and, if appropriate, Signal Vine instant messaging. Our goal will be two announcements monthly to increase awareness.

#### D. Team Spirit

Continue to support campus-wide endeavors that support students, faculty, and staff.

## I. Annual Activities Summary

### A. Enrollment

Due to COVID, the following classes have remained at an increase in the department: woodworking, weaving, retablos, bultos, four harness; and online classes have increased 30% - 40%. We continue to partner with Ed2Go, Mind Edge, and Career Step for online courses. We continue to recruit virtually in the surrounding area high schools such as: Espanola Valley High, Pojoaque, Mesa Vista, McCurdy, Los Alamos, Dulce, and Taos. Enrollment with the DET program is stable at an average of seven to eleven 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

Many of our Continuing Education 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 Soft Skills, Reading Comprehension, and Microsoft Office Suite, among others. LANL supervisors have assigned hands-on related projects to their employees that correspond with the teachings of the courses. This confirms that LANL employees are being taught aspects related to the nature of their jobs.

### C. Communication

Department will continue to hold regular meetings with Continuing Education Instructors and LANL staff/instructors. College-wide announcements through email, Facebook, local radio stations (KDCE) and via phone have been the main ways to promote our courses. Flyers are created and distributed throughout the community and local businesses. Due to COVID, staff maintains a regular schedule which communicates office hours remotely.

### D. Team Spirit

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 will continue to support/hosts college and community events. This requires ongoing 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 collaboration with the LANL DET group is a great example of Team Spirit since this 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 once the project is successfully completed.

## II. Challenges

### A. Enrollment

Continuing Education department continues to work diligently to address the unique challenges of significantly smaller numbers of program offerings of this year. In spring of 2021, the challenges we faced were to allow paid students to retain their spot in their course. An example of this was students were asked to quarantine during the pandemic which did not allow students to continue their hands-on courses. COVID-19 restrictions at both LANL and NNMC prevented both participants/employees to enroll to in-person courses. Because of procedures and policy changes, a volunteer system was implemented by LANL DET management. However, most LANL students have had to further their knowledge in virtual computer literacy in different capacities.

### B. Student Success

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 has purchased a software platform known as WebEx, which is LANL approved. WebEx has allowed LANL staff/employees to communicate with CE instructors/staff. LANL staff did experience many 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 instructors for the LANL DET / Continuing Education courses, contractual agreements are required for each position: Course Development, Course Instruction and Assessment Evaluation Costs. One challenge we continue to face is that contracts are not being processed in a timely manner by Human Resources causing our instructors to

receive their pay checks late. Months prior, CE staff was directed by Human Resources to include contract start/end dates in order to resolve contracts being processed late. CE staff has begun to include start/end dates to contracts since mid-2020 as requested by the Human Resources director. Unfortunately, this error of instructors not receiving partial amounts of their salaries, or any and all of their salaries on time, continues to occur.

#### 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 position. We are also anticipating the need for expansion of space equipment in 2022. The remaining budget/balance regarding the LANL DET contract was acquired over the last year and it is apparent that LANL is satisfied with the services that NNMC Continuing Education has provided them with over the last two-year contract. Continuing Education looks forward to drafting a new contract LANL DET in the near future.

### III. Future Projects

#### A. 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 virtual advertisement on social media platforms.



## Fast-Track to Finish (F2F) Title V Project

Director: Kristy L. Alton

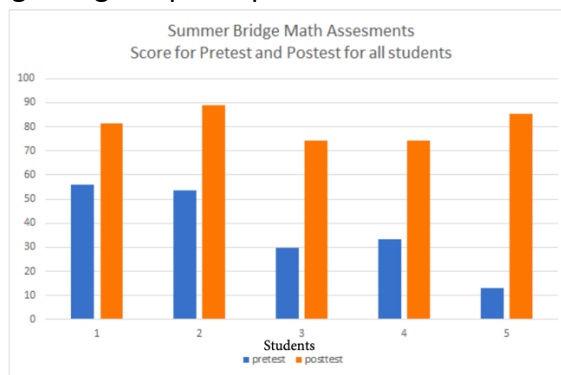
### I. Annual summary of activities

#### A. Enrollment

The Title V Fast-Track to Finish (F2F) Project held its pilot Summer Bridge Program from 6/7/21-7/15/21. The focus of this program was to increase the math and English skills of participants so that they can enter college-level courses in the fall. Eight students participated, six students successfully completed the program, five students are eligible to enter Intermediate Algebra in the fall, and five students are eligible to enter Composition I in the fall. Students received 48 hours of math and 12 hours of English instruction over the course of the six-week program in addition to one-on-one tutoring sessions with the course instructor. Six of the original eight participants plan to attend Northern in the fall.

#### B. Student Success

The biggest effect F2F has had on student success can be seen in the pre- and post- test math scores of the Summer Bridge Program participants.



Other F2F efforts to increase student success include:

1. *Math Pathways*: developing multiple math pathways with relevant and challenging content aligned to specific fields of study. This strategy focuses on shortening the developmental math course trajectory allowing for students to reach and complete a college level math course in one year or less.
2. *8-Week Course Implementation*: As the number of 8-week courses increases, the F2F grant has supported student success by offering three professional development opportunities for staff and faculty on this topic. As well as successfully creating the 8-Week Course Implementation Committee, which aims at identifying and mitigating potential roadblocks.
3. *Eagle Tech*: F2F funded an Eagle Tech position which increased the support available to help solve Northern students' technology related issues.
4. *Career Services Coordinator*: The newly hired Career Services Coordinator will create opportunities for students to participate in local internships, job fairs, resume and interview workshops.

5. *Distance Education Quality Control Specialist*: The newly hired DE QCS works to ensure all online courses offered at Northern are of the highest quality to ensure student success.

#### C. Communication

F2F staff submit a monthly Time and Effort/Activity report via Google Forms to account for monthly activities and set goals for the upcoming month. Staff meetings happen approximately every two months. Meetings between the Director and each staff member happen more frequently as needed. F2F staff participate in the following committees in an effort to increase communication with the wider college community: Distance Education/Library Weekly Meetings and Strategic Enrollment Management (SEM) Team.

#### D. Team Spirit

F2F funded the purchase of Blackboard Ally, a tool that seamlessly integrates with Northern's LMS providing a more inclusive learning environment for students. F2F has purchased 20 desktops and monitors for the Math department and four laptops for the Eagle Techs to provide student support remotely.

### II. Challenges

#### A. Enrollment

Low enrollment in the pilot Summer Bridge Program allowed for individual assistance, time to identify pros and cons of the program, and ultimately student success. Lessons learned from this pilot program will be applied to the next summer's program.

#### B. Student Success

The efforts the college put forward to adopt a new ERP through the CHESS consortium had a negative effect on F2F's ability to purchase new Student Retention and Intervention Management System (SRIMS) software. This was the biggest priority for the first year of the F2F grant and unfortunately it was not accomplished. The SRIMS software will allow academic and administrative departments to work together to support Northern's students through timely communication with students and other stakeholders, early alerts, and strategic intervention for those students that are "off" track.

#### C. Communication

No challenges to report at this time

#### D. Team Spirit

The inability to purchase the SRIMS software did have a negative impact on team spirit when brought up in the May and June SEM team meetings.

#### E. Budget requirement to address challenges

N/A

### III. Future Projects

#### A. Enrollment

F2F Summer Bridge Program will continue the summer of 2022 with a goal of 15-20 participants. A marketing campaign will begin fall 2021 and continue through spring 2022 with visits to local area high schools, targeting Senior English, AVID, and GEAR UP classes, and will include flyer distributions.

#### B. Student Success

1. *Math Pathways*: the project to create multiple math pathways will continue through the 2021-2022 academic year.
2. *Career Services Coordinator*: the CSC will work to create a Career Services Office on campus.

#### C. Communication

F2F staff will continue to participate in college level committees and teams to promote open communication.

#### D. Team Spirit

Continue to work with various Northern departments to support efforts. F2F will work with Title V CASSA and CAMP to help with both Summer Bridge Program and CAMP recruitment efforts.

#### 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. 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 post-secondary education or training or enlist in the military. NNMC HEP will achieve the following GPRA measures per year: 1) 80 qualifying MSF's will be identified, recruited and provided educational and support services to assist in receiving a HSE diploma; 2) 75% of participating HEP students will obtain their HSE (GPRA 1); 3) 75% of HSE attainers will be placed in post-secondary education, upgraded employment or military service (GPRA 2).

##### A. Enrollment

Project Goal 1 –Identify & Recruit 160 migrant or seasonal farm workers annually; enroll 80. During AY 20-21 year, the HEP program recruited 113 students. This was 47 students shy of the goal set to recruit 160. The program enrolled 48 students which was 32 students short of the goal set to enroll 80 students. Of the 48 students that met the qualifying requirements and were enrolled, 28 obtained their high school equivalency diploma. That is 32 students short of the programs goal of having 75% of the enrolled students earn their HSE diploma. It is clear from this data that the program struggled to meet the goals under the restrictions that were imposed during the COVID-19 pandemic. These numbers reflect the impact that the closed campus and testing center had on the performance of the HEP program. Although instruction resumed online via the Zoom platform, many students did not performed well in the online learning format and therefore did not complete their HSE within the program year or they stopped out completely.

##### B. Student Success

All 48 students who were enrolled during the 2020-2021 reporting year were provided HSE instruction and support services to promote their individual future success and 28 students achieved and obtained their HSE diploma. These HSE achievers also participated in the transition services component of the program. The transition phase helps to promote student success by providing students with the information and tools needed to successfully enter post-secondary education, vocational training, military service or to advance their job and career opportunities.

##### C. Communication

The HEP team is intentional about fostering effective communication between team members, with College staff, and between program participants and their instructors. The staff communicates throughout the workweek by means of email communication where in most cases all staff members are copied. This helps to ensure that the entire team is consistently on the same page. Weekly staff meetings are scheduled with the primary intention of staying in focus

and on track with program initiatives and goals. Impromptu meetings are held as needed to keep the team informed of important “need to know” information. HEP team members are encouraged to speak freely and with the intention that team members feel that their input is valued and is taken into consideration when decisions are made that affect day-to-day operations or program outcomes.

#### D. Team Spirit

It was a difficult program year for Northern’s HEP to experience sharp declines in both student enrollment and HSE completion numbers. These changes were highlighted by the sharp contrast in program performance prior to the COVID-19 pandemic. Prior to the pandemic the HEP achieved several years of great success and was recognized as the number one HEP program in the nation. Despite this, the HEP staff and instructors worked as a strong and cohesive team to work toward meeting program goals and most importantly to support the students in achieving their goals. Both staff and students rose to the occasion to support one another through the turbulent and sometimes unexpected events that transpired throughout the year. The HEP looks forward to the future program year with optimism, understanding fully that there is a new normal, which will require continued adaption that can only be achieved by working as a strong team.

### II. Challenges

The HEP’s biggest challenges include dealing with the effects that the yearlong campus closure had on program success. There is no doubt that many participants did not perform well with online instruction. The closed campus required the continuance of HSE instruction to be delivered by virtual means for over 80% of the fiscal year. Testing was limited to third-party proctored exams which proved to be a failure for most students and a huge disappointment for program staff. These factors led to negative impacts on recruitment, enrollment and HSE attainment. In addition, the loss of well-trained staff members has been a major setback in the programs ability to gain traction. The process to find and recruit qualified staff members has been a challenge. Advertising the open positions to the general public took more time than anticipated and then applicants were slow to respond to the advertisement. Being understaffed continues to be an issue at the time of this report, but expectations are that the program should have new critical support staff on board very soon.

#### A. Enrollment

Recruiting and identifying qualified students to enroll in the HEP program was difficult during the campus closure. Exacerbating the recruitment challenge was the fact that many of the partnering programs that typically help to create a healthy recruitment funnel were also shut down and/or operating virtually due to the COVID-19 pandemic. In addition, a high number of students that qualified for program services chose not to participate until courses could be offered in-person. With an open campus and programs and services reopening to pre-COVID operations the HEP staff is optimistic that enrollment will rebound in the new program year.

#### B. Student Success

The challenges faced by HEP participants during the program year mirrored those of the College's student population. Some distinct factors unique to the HSE population existed, though. For example, the continuance of virtual instruction most certainly had a negative impact on HEP student success at multiple levels. HSE program participants typically start with more at-risk factors and are less likely prepared with both the academic skillset and the technological resources necessary to be successful in a completely online learning format. The program instructors felt that the online format increased the amount of time that it normally took for students to become prepared to take the official exams. In addition, the closure of Northern's Testing Center for ten out of the twelve-month program year left students with only one option to test. They had to take their exams by using a third-party proctoring service (Proctor-U) which proved to be extremely problematic and detrimental to student success. Approximately 80% of scheduled official tests were cancelled by the proctoring service for reasons that were in most cases trivial. Some students suffered repeated testing cancellations which delayed their HSE completion sometimes by months. In-person classes and on-site testing will most definitely improve HSE attainment numbers in the new program year.

#### C. Communication

Challenges with communication primarily stemmed from being away from campus and working from home for such an extended stretch of time during the campus closure. The lack of face-to-face interaction certainly contributed to a decrease in communication between all HEP stakeholders. The adaption to email serving as the primary means of communication has contributed to "email overload". This problem persists as campus operations remain in a semi-open status, but with COVID barriers still ever present that limits face-to-face communication.

#### D. Team Spirit

Throughout the fiscal year the HEP team stepped up to the plate by demonstrating an abundance of team spirit by working as a team to adapt and continue operating through adverse conditions. Nearly all aspects of the pre-COVID HEP program operations had to be modified to accommodate the online learning format, to recruit and enroll students, and to create and maintain new methods of record keeping. To meet these persistent and evolving challenges, the HEP staff rose to the occasion and worked as a strong team to ensure that students were supported and that the program objectives and goals were consistently at the forefront. The challenge of maintaining a high level of team spirit and comradery remained solid through actions exhibited by all members of the staff.

### III. Future Projects

The HEP program will continue to work diligently to meet program goals and objectives as specified in the approved grant. The program will focus on the recruitment of students, providing quality instruction, and on providing the resources needed for HEP participants to be successful in their pursuit of earning their HSE. The HEP program will also focus attention on assisting participants to transition from the HEP program into higher education, training programs, employment or in entering the military.

#### A. Enrollment

Focused recruitment activity is crucial for getting back on track with meeting grant goals and objectives. When fully staffed, it will be a priority to canvas the grants recruitment area with program information such as brochures, flyers and posters to increase awareness of the programs services. Social media platforms like Facebook and Instagram will be used to reach as broad of an audience as possible. Radio announcement and newspaper advertising will be additional avenues to bolster recruitment and enrollment numbers.

#### B. Student Success

The HEP program will continue working to improve student success by following through with all grant initiatives. Paying attention to survey data collected from program completers will help to ensure that the program adapts to the needs of students. The program will continue working to meet the high achieving goal of helping 75% of all program participants to earn their HSE. After HSE attainment 80% or those students will be placed in post-secondary education or training, gainful employment, or enlist in the military. Individual student success is HEP program success!

#### C. Communication

Communication between HEP team members, College staff and HEP participants is recognized as a critical element in the HEP's success. Therefore, the continual improvement of communication among staff members will remain a focus of high priority and attention. Currently, all staff members participate in weekly staff meetings where members are encouraged to discuss ongoing business and to effectively communicate on topics that help advance and improve program services and outcomes. This philosophy will continue into the new program year.

#### D. Team Spirit

It should be recognized that the COVID-19 pandemic has limited many of the activities that would normally be conducted to build team spirit and moral. Prior to COVID-19 restrictions, the HEP program would regularly organize student participation in culturally relevant and educational enrichment field trips that would help build team spirit and foster relationship building. These events would provide opportunity for students and staff to build supportive relationships beyond the confines of the classroom walls. For students, those relationships would continue as a cohesive support framework as students continued their educational progress from HEP into higher education. The fact that there has been such an extended period of time with limitations on in-person learning has no doubt had negative effects on building these human support systems. For these reasons, it is especially important to focus the spotlight on ways in which team spirit can be fostered among both staff and between the students that the program serves. One of the best ways to do this is to talk about it. Therefore, an emphasis will be placed on regularly visiting this topic in our staff meeting discussions so that we can continue actively finding ways to foster team spirit and moral.

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, and Senior Nights. We have worked closely with Dual Credit Coordinators 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 six credit hours per semester.

There were 20 graduating seniors enrolled in the UB program this year, and many of these students will be attending Northern in the Fall. One of these graduates also graduated from Northern with an AA in Liberal Arts.

##### B. Student Success

Afterschool Academic Year Services: Given that all activities were online this year, NNMCM UB had a very modified service structure this year. We offered daily open study labs as well as a number of virtual clubs, including Book Club, Culinary Arts, Arts + Crafts, Science, and others.

Summer Academy: This summer, 50 students participated in our Hybrid Summer Academy that was separated in the morning by grade. 9th grade had English, Math, Biology (with the assistance of Dr. Sushmita Nandy), and Advisory. 10th grade had Physics (with the assistance of Dr. Ashis Nandy), English, Math, and Advisory. Juniors had one dual credit course, an English Bootcamp for rising Juniors, and Advisory. Seniors only had Advisory. Approximately 12 of the seniors also participated in a Summer Work-Study Program.

In addition to classes, we also offered eight afternoon clubs: YPAR, Culinary Arts, ASL, Book Club, Newsletter, Nucleus Robotics, Arts and Crafts, and Social Media.

##### C. Communication

NNMCM 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 GEAR UP. We have a number of exciting initiatives in the works.

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. NNMCM UB staff have been active participants in the state association and related conferences and regional meetings. This year, we attended SWASAP (virtual), NM TRIO Day (virtual), the NM Counselor's Roundtable, and the TRIO NM Spring meeting.

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.

## II. Challenges

### A. Enrollment

The program was able to meet its enrollment target for this year. We have vastly improved our recruitment and selection process. Among graduating seniors, college enrollment and admissions decisions have been a major challenge given the constraints of COVID.

### B. Student Success

COVID posed the biggest challenge to this. While we are awaiting final transcripts for our students for concrete numbers, our students did much better this year than last year. 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 NNMCM so they better understand our grant, its objectives, and the potential benefits and collaborative opportunities.

### D. Team Spirit

As stated above, the NNMCM 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 15 additional 9/10th graders in AY 21-22. Additionally, we hope to retain the majority of our current participants through these challenging times.

#### 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.

We are still very much in the process of flushing out the details for how our program will look in the coming year in the dynamic and complex environment.

#### C. Communication

The UB program is still in need of a web page on the NNMC website. The program hopes to continue 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 began putting together a newsletter for the community highlighting program activities and student success stories. This has been a student-driven project that we hope to sustain and refine this year.

#### D. Team Spirit

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

