



# Annual Report 2022-2023 Academic & Student Affairs



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## Academic Affairs Summary

This report summarizes the main accomplishments, contributions, opportunities, and challenges of the Academic and Student Affairs Division. The primary purpose of this annual report is to develop institutional memory that becomes essential to develop accreditation reports or to assist the college when personnel changes happen, especially at the leadership level.

The tasks in which Academic Affairs was involved during the Academic Year (AY) 2022-23 were mainly driven by the planning and implementation of strategies to improve student success, re-opening the college for face-to-face courses after the COVID crisis, and the Presidential transition in the middle of the Academic Year.

Academic Affairs celebrates the approval of two new certificates in Phlebotomy and Engineering Drawing and Computer Aided Drafting and an Associate of Arts in Integrative Studies. Similarly, Academic Affairs endorsed eliminating several academic programs that had completed their life cycle, including the Associate of Arts (AA) programs in General Psychology, Criminal Justice, Substance Abuse Counselor, Film and Digital Media Arts, and the sUAS Drone Technology Certificate.

Other relevant initiatives, activities, and processes are listed below. They are sorted in terms of their contributions to two pillars of the current Strategic Plan: Transform the student experience and become partners in their dreams, and Commit to Organizational Excellence. These were the two visionary goals of President Balderas when instructions were sent to the contributors of this report early in June. The four pillars of the Strategic Plan will be included next year.

Transform the student experience and become partners in their dreams

- ***Co-Requisite Model:*** NNMC was selected by the Project ECHO as one of the only four institutions in New Mexico to participate in a research project where NNMC will scale up the co-requisite model. This 18-month project will result in NNMC removing all developmental courses as sequential requirements for courses in English and Math. Instead, starting in Fall 2024, all students who need developmental coursework will be part of a co-requisite course, allowing us to take college-level courses in English and Math in parallel to any potential developmental required courses. The co-requisite model has proven to be an equity tool that has been proven elsewhere to “move the needle” regarding student retention and completion.
- ***Title V Grants:*** In October 2022, NNMC received an HSI Title V 5-year grant, El Puente, from the Department of Education (\$5.1M). The core elements of the grant’s budget are the development of a Dual Credit Center and the Center of Excellence for Teaching and Learning. The dual credit center will revolutionize how dual credit students are recruited, served, and transition to an academic program after high school graduation. The Center of Excellence for Teaching and Learning will contribute to the efforts of professional development for faculty, program review, and distance education. Similarly, The Office of the Provost financially

supported the efforts of the Director of Title V and the Grant Writers to compete at the 2023 HSI Title V Grant Competition. The core element of the grant proposal, named Proyecto Apoyo, is to increase Hispanic and low-income students' postsecondary enrollment, retention, persistence, transfer, and completion success by creating a new Student Success Center. Sometime in late September 2023, the outcome of this proposal will be known.

- **Remote locations:** NNMC has developed several Memoranda of Understanding with Jemez Pueblo School District and Espanola Valley School District to plan additional locations to teach Trades Programs. These are possibilities to expand access to dual credit opportunities for more students.

- **Continuing and Adult Education:** NNMC had faced consecutive years of a poor-performing Adult Education program. The main reason was director turnover and the inability to offer face-to-face courses during the COVID crisis. In early Fall 2022, the Office of the Provost merged Adult Education with Continuing Education and formed the Office of Adult and Continuing Education with Ms. Cecilia Romero as the director. The initiatives deployed by the director turned the program around in a few months. The enrollment grew from seven students when she took the program to more than 90 ten months later. Moreover, the performance indicators of Adult Education were some of the best in New Mexico.

- **Center for the Fine Arts:** The Office of the Provost worked collaboratively with Continuing Education and the Arts and Human Science Department to develop a Research and Public Service Project (RPSP) proposal partially funded by the 2023 legislature. The funding will allow us to expand our College, Dual Credit, and Continuing Education offerings in performing arts and support a director for the Center of the Arts who will coordinate general campus events, too.

#### Commitment to Operational Excellence

- **Student Success Academy:** NNMC continued the work started in Fall 2021 to implement the mandatory three-year Qualitative Initiative for HLC Open Pathways. NNMC selected the Student Success Academy, which is a pre-approved project. The Director of Accreditation and Assessment leads the team working on it and has staff and faculty participation, including the Provost. After completing an inventory of inhibitors to student success, the team has completed an inventory of initiatives to improve student success, and it is currently assigning teams to implement the different strategies.

- **Technology Implementation:** Academic and Student Affairs purchase and implement several software platforms to transform crucial operations. These new platforms include Coursedog Academic Scheduling (for effective course scheduling), Coursedog Course Demand Projections (to predict courses needed to be offered), Watermark Student Success & Engagement (that allows for holistic advisement, early alert, and consistent communication for all staff involved in student interventions), Acalog Online Course Catalogue (to implement a Web-based Academic Catalog), Watermark Course Evaluations & Surveys (to deploy student evaluations effectively), adoption of the National Student Clearinghouse—Post-Secondary Data Partnership (to track and disaggregate student success data longitudinally), and fully implemented GoEducate (student recruitment and career placement platform). There is a

challenging learning curve for faculty and staff on all these platforms, and it will take several months to reach a steady state of functionality. However, deploying these platforms will improve the student success performance indicators, which drive our mission and the college finances.

- ***Policy Development:*** The Office of the Provost collaborated with Academic and Student Affairs to establish critical policies, such as the Appointment of Chairs, Anti-Hazing, Transfer Credit, and Program Elimination policies. The Program Elimination was finally concluded after being in the works for three years in a back-and-forth process with the Educational Policy Committee, and significant compromises between administration and faculty occurred. The Appointment of Chairs policy will help to develop a long-term strategy that allows more faculty to become department heads as an initial step for other academic leadership promotions.

This year also brought unique challenges to the Academic and Student Services areas that composed Academic Affairs.

First, the transition in the middle of the academic year from the Interim President to a permanent President, including the search process during Fall 2022, created anxiety and uncertainty in most personnel. Although all changes bring challenges, the staff in Academic Affairs has collaboratively worked with the Office of the President to fulfill the mission and responsibilities of the institution. The leadership of President Hector Balderas has allowed the institution to prioritize the academic mission of the institution and engage in the development of the new Strategic Plan, “Soaring to New Heights 2028.”

Second, the ERP project, the so-called CHESS project, demands many hours from the Business Office and Information Technology staff. Those efforts created a domino effect in terms of delays in the deliverables of the processes in some academic and student services offices and the delay in adopting technologies needed (such as course scheduling software, holistic advisement software, etc.). Academic Affairs work with the Executive Team to move NNMC away from Wave One and into Wave Two to implement Student Services Modules. The decision was made because of the need for sufficient personnel in critical areas such as financial aid.

Third, personnel changes in the Facilities Department, the worldwide supply chain issues, and inflation continued to affect the readiness, maintenance, and new construction projects related to Academic Affairs. Some buildings, such as the Nursing, Teacher Education, and General Education, have presented continuous problems with their HVAC systems. The High Tech, General Education, and Center for the Arts continued to experience roof leaks. These situations continue to make uncomfortable or even unsafe the delivery of services. Similarly, projects like the Math Center of Excellence have been delayed over two years, although the conclusion is coming in the next few months.

Finally, the availability of new funding for projects, the effects of the Great Resignation, and the massive hiring at Los Alamos National Lab affected NNMC at all levels. The College continues to

see many vacancies in addition to regular retirements. Admissions/Recruitment, Financial Aid, Title III, and the Library were mainly affected this year by employee turnover. This was compounded by the adaptation process of several of the student services offices when the college had a vacancy in the leadership position that was overseeing all student services. Although the newly hired personnel brought renovated energy, optimism, and innovation, it created periods where remaining employees are overworked and burned, services are delayed, and additional time, effort, and funding are required to train new personnel.

Academic Affairs looks forward to addressing growth opportunities and will continue to embrace the new opportunities initiated by the Office of the President, Faculty, and Staff.

For AY 23-24, Academic Affairs is planning to engage in the following future projects: a) work collaboratively with President Balderas and the Executive Team in the execution of the Strategic Plan; b) engage with the completion of the HLC Student Success Initiative, the implementation of Comprehensive Retention Plan, the implementation of the Co-requisite Model, and the implementation of Complete College Accelerator; c) lead the efforts to obtain final approval of the additional locations; d) lead the efforts to transition several Academic Chairs according to the approved policy; and e) began the planning phase for the HLC accreditation visit and report that will take place in AY 25-26.

Next, the different leaders of each unit in Academic and Student Affairs prepare their annual reports to summarize activities, challenges, and future projects. Please know that there is a lot of flexibility given to each director who contributed to this report to provide their narrative in a way that makes sense to each unit. Some offices that had a transition in leadership, such as the Library, did not submit an annual report this year.

Ivan Lopez Hurtado, Ph.D.  
Provost and Vice-President for Academic Affairs



## Academic Units

School of Liberal Arts, Business, and Education

Dean: Vacant

Department of Business Administration

Chair responsible for this report: Dr. Lori Baca, Chair

### I. Annual Summary of activities

#### A. Student Transformation

The Department of Business Administration (DoBA) started the academic year in August 2022 with a flat enrollment compared to August 2021 (1 student). The strategies faculty and staff employed to increase enrollment were to continue offering Project Management and the Microsoft Office Suite certificates that could be completed within one semester. These 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, employers such as Los Alamos National Laboratory (LANL), Casinos, and state and county government. The chair met with LANL Group and Division Leaders to provide information on the Project Management certificate and bachelor's degree. The chair also met with the LANL Staff Operations Manager for ALD (Associate Laboratory Directorate) for Physical Sciences to discuss a possible partnership to train administrative assistants, professional staff assistants, and staff operations managers in our Office Administration (OA) program. These initiatives have provided jobs for many of our students.

Similarly, faculty prepared for the change by taking courses to improve online instruction, updating courses, self-evaluating courses, and continuing to submit their courses for complete evaluation by the distance education committee. The course delivery time for these courses has been changed from 16 weeks to 8 weeks. This allows students to take three 8-week courses in the first 8-week session and three 8-week courses in the second 8-week session. As a result of this accelerated schedule, some students have been able to finish an Associate of Arts degree in as little as 16 months and their Bachelor's degree in 32 months. The change in course duration increased the DoBA's graduation rate.

Other enrollment initiatives include working with local high schools to provide dual credit courses and developing a Memorandum of Understanding (MOU) with Mesalands Community College to offer their students a bachelor's degree in Management and Project Management and another MOU with Luna Community College (LCC) to offer a bachelor's degree in Project Management. The department chair continues to work with LCC to develop MOUs for bachelor's degrees in Management and Accounting.

Students in the DoBA have had many successes this year. Some students have decided to further their education by going from an associate to a bachelor's degree, and some have continued beyond their bachelor's to complete their master's degrees. Some cosmetology and barbering students have decided to pursue a bachelor's in business after completing their cosmetology/barbering studies. These are significant accomplishments for the students, DoBA, and Northern New Mexico College. Many students also take advantage of an overload (over 18 cr. Hrs.) to complete their degrees faster. All this has helped the DoBA increase retention and graduation rates.

During the 2022-2023 school year, DoBA graduated a total of 59 students. See details below:

BA Management 13	AABA Degrees 6	BA Accounting 0	AAS OA 2
BA Project Management 14	AAS Cosmetology 1	AAS Barbering 0	Certificates 23*

\*Certificates - Project Management Certificates 16, MS Office 2, Barbering 2, Cosmetology 2, Bookkeeper 1

#### B. Operational Excellence

The Department Chair has communicated with Tel Education (Tel-Ed) to offer courses such as Micro and Macroeconomics and Introduction to Business in the near future. Making these courses available through Tel-Ed will allow students who lack them to complete them without waiting another semester. Tel-Ed provides courses at any time. These classes are meant to provide students with a way to advance in their degree completion. DoBA continues to partner with New Mexico Highlands University to share classroom resources that benefit students from both institutions.

Faculty have presented at recruiting events and have gone to schools and businesses to recruit. As a team, we have worked together to change our curriculum and course numbering and naming to match other New Mexico institutions. This past academic year, the DoBA has worked together to provide our students virtual office hours and online courses. To increase enrollment, faculty teamed up to provide two days of Zoom advisement during the start of the fall semester. This past year was a challenge; if we had not pulled together, enrollment, programs, and our graduation rate would have suffered.

## II. Challenges

DOBA has enrollment, facilities and student success challenges. Faculty and staff have been working hard to develop a system that will encourage, retain and graduate students in a timely manner.

#### A. Student Transformation

The unduplicated average enrollment for the Fall 2022 semester was 174. Our challenge last year was to increase total student enrollment within five years (2023) to 200 unduplicated students per semester. This year, we had set a goal of 240 students. As of the fourth week of August 2023, we have surpassed that goal with 275 students enrolled. The department is making changes to course delivery in accelerated formats as well as the traditional 16-week period. The department is also in the process of developing more business certificates which may be clustered to eventually complete associate and bachelor's degrees. The department will work on a plan to increase enrollment and retain students in the Cosmetology and Barbering programs.

#### B. Operational Excellence

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 completion formats will also improve student success. When a student finishes a degree, the student's family and the entire community benefit.

DoBA needs to expand the marketing of its programs within the College, throughout the community, and online. In order to do this, DoBA will create a communication flow that builds and sustains interest in the Department as well as in the institution. An example of this includes the flow of academic programs, academic outcomes, and graduation rates per program within 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, NNMCMC broadcasts, and Facebook. Presently, 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.

#### C. Budget requirement to address challenges

To address these challenges, NNMCMC should provide \$300,000 in capital outlay funds to sustain the Cosmetology and Barbering programs with an adequate building. Provide funding for at least two faculty members (Champion and Co-Champion of ACBSP) of the Business Department 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. Our ACBSP Accreditation Affirmation is set for 2025. Attending the conferences to facilitate the work for a successful accreditation visit will be beneficial.

The cosmetology and barbering programs are located on the East side of NNMCMC's campus and were previously housed in three portables, two of which are dilapidated and one which has been previously remodeled but still needs restoration or replacement. These portables provided about 6000 sq. ft. of classroom and lab space and were used for lectures, instructions, and practice

required for the Cosmetology/Barbering Programs. During the 2022-2023 academic year, the programs were housed in the Johnson Controls building (JCI). To continue offering these trade programs, the facilities situation needs to be addressed.

### III. Future Projects

Future Projects include course delivery of 8 weeks, Online delivery, enrollment initiatives with high schools, and MOUs with two-year Colleges.

#### A. Student Transformation

DoBA will continue to develop and update an associate of art degree in business administration and a bachelor of arts degree in business administration with concentrations in Accounting, Management, and Project Management online; develop pipelines 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; and continue working with New Mexico Highlands University (NMHU) by sharing accounting and other business courses. The DoBA will collaborate with Mesalands Community College and Luna Community College to allow their students to complete bachelor's degrees online. DoBA plans to support local high schools by providing project management courses leading to a Certified Associate of Project Management (CAPM) certification. The Department will provide Prior Learning Assessments (PLAs) for many Business courses. These would include credit for military courses, AP, local exams, CLEP exams, and Portfolios.

#### B. Operational Excellence

The DoBA is in the process of developing a culinary course and in hopes of eventually developing a certificate and associate's degree. The culinary course will be taught by our faculty member who has experience teaching these types of courses. Students in the class will receive hands-on experience by preparing and cooking food, which will be sold in the newly opened Cultura Café on campus (set to open during the Fall 2023 Semester).

It is also the intent of the Department Chair to find and partner with a higher education institution that offers a Master's in Business Administration degree so that our students will have a direct pathway to a graduate program.

The faculty and staff will begin writing the Business Administration self-study for the reaffirmation due in the fall of 2024. The site visit will take place during the spring of 2025.

Department of Arts and Human Sciences  
Chair responsible for this report: Dr. Robert Beshara

## I. Annual summary of activities

In terms of AHS's enrollment statistics, our headcount in spring 2022 was 97, and 111 in fall 2022, with a 10% of declared students for fall 2022. We are using 17.1% of the I&G academic affairs budget. We are in alignment with the trend reversal that is occurring in New Mexican universities and colleges. Our headcount is 4% above the state trend regarding enrollment.

In terms of student credit hours (1902 or 18%) generated by AHS, which is second place behind Business Administration (22%).

In terms of courses offered in AHS, we have the highest number of courses offered (55), which amounts to 18% of courses offered at NNMC. We also offer the highest number of lower-division courses (44)—many of which are General Education courses. Our average number of students enrolled in lower division courses is 12, equal to the institutional average.

We offer courses in all methods of instruction, and we specifically offer the highest number of Blended Online/Traditional (17) and Online (30) courses. We are in alignment with the institutional average enrollment per instruction method.

In terms of AHS's registration report for fall 2023, there is an increase of 19 declared students between fall 2022 (42) and fall 2023 (61), which is an increase of 45%. The institutional goal is 6%.

### A. Student Transformation

AHS supported the growth of students within academic programs with a large graduating class (30), notably we had a large number of students who retained employment or who are pursuing graduate school and other professional opportunities. Because of the integrated nature of programs in AHS, students engaged more with the broader community. We have organized a number of impactful events and projects, such as the spring faculty and student shows at the CFA and the student-led podcast (Every Student Podcast). These projects engage not only the Española campus community but also the wider northern New Mexico community.

### B. Operational Excellence

In terms of operational excellence, AHS has worked several projects, such as developing an Associate of Arts in Integrated Studies (AAIS) that would consolidate all existing Associate's degree programs (General Psychology, Substance Abuse Counselor, Film & Digital Media Arts, and Criminal Justice) into one. Furthermore, we have attempted to streamline program-level assessment within the department in collaboration with the External Advisory Committee. We have also been working on the narrative of AHS for the forthcoming website and promotional brochure.

## II. Challenges

We have been navigating turnover challenges in terms of staff and faculty. We have hired a new administrative assistant, who began work in early spring 2023. And we have also hired five full-time faculty members since fall 2022: 3 assistant professors and 2 lecturers. We currently have two vacancies: 1 assistant professor and 1 lecturer.

We face the challenge of improving enrollment in some courses/programs, and we continue to identify the best instructional method for each program. Furthermore, we plan to be less dependent on adjunct faculty when it comes to core requirements, which should be mainly taught by full-time faculty.

### A. Student Transformation

We encountered a challenge of several students who were not able to graduate when they were advised that they would be by a former employee. We have developed an advising process for AHS to streamline and clarify academic advising, but more importantly to deal with cases of misadvising by former employees. This process also offloads pressure from the Office of Advising and supports new academic advisors. Admin training is central here.

Although our enrollment is good overall for AHS, programs that require face-to-face courses have experienced a decline in enrollment. We plan to improve recruitment and retention through a promotional strategy involving videos, the new website, and social media as well as outreach to high schools and dual-credit students.

### B. Operational Excellence

The Arts courses, which are in-person, have been greatly impacted by the CFA's crumbling infrastructure, such as roof leakages resulting in equipment damage in classrooms or not being able to use the classrooms. We are also experiencing safety issues at CFA and the adjacent parking lot, such as theft, trespassing, damage, and drug use. A heavy burden was placed on the Arts faculty to navigate these challenges with a not always response security and facilities presence. The Arts faculty is often expected to manage technical support or film events/productions when their primary responsibility is to teach.

Procurement and budget tracking within Workday are time-intensive, and there is not enough support to process purchase requests. Streamlining these processes would improve the accounting side of AHS.

### C. Budget requirement to address challenges

The current AHS annual budget is \$1,051,241.

We request a purchase card for departmental use as we often have time-sensitive purchases related to events supporting the college.

We also request a promotional budget increase of \$7,000, which we can use to print flyers, advertise on social media, etc. We seek permission to advertise for AHS via email broadcasts and social media posts.

With more classes returning in person, we may need a 10% increase in our general supplies budget (\$10,200) for studio supplies.

### III. Future Projects

We have a number of exciting future projects planned for academic year 2023-2024, such as the Radical Humanism conference in September, the launch of the AAIS program, season 2 of the Every Student Podcast (ESP), a Trickster/continuing education/community art event, a gallery schedule, AHS promotional videos, and film screenings.

#### A. Student Transformation

The projects will expose students to renowned scholars and artists not only from the region but also worldwide. Students will create connections, which will inspire them in their academic and artistic pursuits. At the same time, students will have the opportunity to present their work in front of an audience at the premiere theatre/gallery venue in the Española valley.

#### B. Operational Excellence

These projects will improve retention and recruitment of both faculty and students. They put Northern, and AHS in particular, on the map. Demonstrating that we can successfully run these events creates more opportunities for grant funding.

Department of Language and Letters  
Chair responsible for this report: Lori Franklin

## I. Annual summary of activities

In FY 22/23, the Department of Language and Letters engaged in various activities to strengthen the students' experiences and to ensure that the department operates efficiently internally and with the campus community.

### A. Student Transformation

Some departmental activities focused on supporting students who are enrolling in general education course ENGL 1110. This gateway course is crucial to students' educational paths and development of college-level writing skills. In FY 21/22, ENGL 1110 faculty collected assessment data using the college Communication Rubric as part of General Education Assessment. During the Spring 22 and Fall 22 Assessment day activities, departmental faculty analyzed this data and formulated action plans to support student learning. The action plans, described in Section III of this report will be finalized in FY 23/24.

Additionally, ENGL 1110 was identified as a course with a high Drop/Fail/Withdrawal (DFW) rate. The Student Success Committee shared data on passing rates in ENGL 1110 among different groups of students and course delivery methods. Departmental faculty analyzed this data and reported strategies that they utilize in the courses to engage students and create a positive learning environment. Based on these efforts, faculty developed a report with findings, analysis, and action items to support greater student success in this key course. The action plans, described in Section III of this report will be finalized in FY 23/24.

Another effort to help students' transformation centered on scaling the accelerated co-requisite courses for students testing into developmental English. The department chair participated with a team from Northern in a two-day conference, Higher Ed Co-Req Project. This conference focused on supporting institutions' implementation of the co-requisite approach on a full-scale by Fall 2024. In this conference, compelling data was presented that demonstrates significantly higher pass rates for students in this accelerated track compared to the traditional remedial track. Language and Letters has been offering both traditional remedial sequenced course and co-requisite ENGL 1110/ENGL 109 courses for many years. Data was collected comparing student success in the co-req track with students in the traditional track. This data aligns with data from other institutions and will be used to garner support for this approach. Additionally, the department chair formulated a timeline with specific actions to take the co-req courses to full scale by 2024. Full scale means that all development students will be enrolled in the co-req track.

To enhance the student experience in the AA Liberal Arts Program Core course, LLLA 1110, faculty integrated two new projects. Survey data revealed students' uncertainty about how to best use the degree for their future employment goals. The first project consisted of coordinating with the



Career Services Director and Go-Educate to provide resources for the students to explore career possibilities within Liberal Arts. The second project is described in section B below.

To develop editing and publishing skills for the Certificate of Literary Editing and Publishing students, faculty and students completed a Word Press training. In the past, the department relied on NNMCC's Communications and Marketing Director to prepare the layout for the journal *Trickster*. Moving forward, students will learn how to use desktop publishing to prepare the layout. Additionally, the Certificate of Literary Editing and Publishing students engaged in several community partnerships to generate interviews and videos for the upcoming *Trickster* edition.

## B. Operational Excellence

Language and Letters faculty concentrated efforts to achieve operational excellence in two areas: website revision and maintenance and development of the Departmental Google Drive.

To revise the website, departmental faculty began by meeting with the Director of Communications and Marketing to understand the design of the new website. Then, faculty composed sections and collaborated on possible layout of the departmental pages. Next, faculty presented the first draft of the revision to the AA Liberal Arts External Advisory Committee for feedback. Based on the feedback, faculty revised the first draft and integrated a video project into the LLLA 1110 Foundations in the Liberal Arts course to generate student voices for the website. Redesigning the website supports recruitment, student engagement, and interactions with other departments.

To ensure efficient communication and record keeping, the department chair and administrative assistant integrated important resources into the departmental Google Drive. The drive includes a repository for all Language and Letters syllabi, common advising log, list of current students and alumni, agendas and minutes for all departmental meetings and annual External Advisory Committee meetings, records of faculty credentials, results of exit and alumni surveys, semester schedules with a place to record enrollment, book orders, LOA submissions, course delivery and semester length. All of these resources ensure that the department runs smoothly and can produce information when requested by other departments or administration.

## II. Challenges

The challenges faced by Language and Letters center on lack of faculty to implement new initiatives and meet department goals. Another challenge is to find resources to support faculty and staff to take on additional responsibilities and work.

### A. Student Transformation

One of the key initiatives in Language and Letters involves the full implementation of the co-requisite classes to accelerate developmental students into college level ENGL 1110. In order to go to scale on this initiative, the department needs additional full-time faculty, professional

development on the co-requisite model, and monetary incentives for adjunct faculty to take on the extra work involved in teaching these courses.

Another departmental effort is based on an action plan from General Education assessment of communication in ENGL 1110. That plan involves embedding individual feedback into all sections of ENGL 1110. The feedback could be through individual conferences between professor and student or mandatory sessions with a tutor from the Writing Center. In order to implement the Writing Center option, the department must maintain current tutors and possibly add additional hours for tutoring. Developing the action plan will also require time and effort from the full-time faculty and Writing Center Director. Additionally, the Writing Center is a vital resource for students to succeed in any college course that requires writing and a key component of student retention. Data collected in FY 21/22 and FY 22/23 verifies student use and feedback from student and faculty surveys attests to the valuable impact of the Center on student success.

#### B. Operational Excellence

Due to the organization and maintenance of the Departmental Google Drive, Language and Letters runs smoothly and efficiently. Accurate records are kept regarding schedules, syllabi, credentialing, departmental minutes/agendas, meetings with advisory committee, etc. This assures that deadlines are met and resources are accessible to all departmental faculty and staff.

The challenges to operational excellence involve faculty time and effort to create and sustain partnerships with area high schools and NNMC departments to expand the scope of the Certificate of Literary Editing and Publishing and recruit additional faculty and students. Another challenge is supporting faculty time and effort to revise the departmental webpages to support recruitment, to celebrate student success, and to communicate our departmental mission and efforts to the larger community.

#### C. Budget requirement to address challenges

The following budget requests will support the department's ability to overcome the challenges outlined above:

1. Full-time faculty devoted to developmental education to implement the co-requisite model and meet departmental goals = \$75,000
2. Professional development for faculty to teach co-requisite courses (1,200 stipends per faculty for two additional faculty) = \$2,400
3. Funding to continue the pay rate for tutors and maintain current hours (\$5,500)

#### III. Future Projects

Language and Letters will be focused in the next academic year on implementing action plans and initiatives pertaining to developmental and composition courses. Additionally, the departmental faculty and staff will work on the website revision to better communicate our message.

#### A. Student Transformation

In order to progress on the goal of full-scale implementation of the Co-requisite model for developmental English, the department will focus on several next steps: meeting with Advisement to adjust the Placement scale; continuing to collect data and track students; providing information and data analysis to the campus community to increase buy-in for this initiative; providing professional development to increase the faculty prepared to teach the co-requisite courses; and phasing out ENGL 108N and the stand-alone ENGL 109NL.

To close the loop on the General Education Assessment of Communication in ENGL 1110, faculty will create an assignment to implement individual conferences or mandatory Writing Center visits for all ENGL 1110 courses. Additionally, faculty will develop measures to determine the effectiveness of these efforts.

As part of the Language and Letters report on ENGL 1110 as a course with high drop/fail/withdrawal rates, the department identified several strategies to improve student success in this important course. In Fall 2023, faculty will focus on the strategy of creating department-wide attendance and participation guidelines that reflect expectations for OL, BOL, BTR, and TR courses in both 8-week and 16-week formats. The hope is to create unified standards and clear expectations for all students enrolled in ENGL 1110 courses.

#### B. Operational Excellence

In the FY 23/24 academic year, Language and Letters will focus on completing the revision to our departmental pages to increase communication with the larger community and to provide engaging information about programs as a recruitment tool. The new website will provide information on why students should consider the AA Liberal Arts and the Certificate of Literary Editing and Publishing, how these programs can benefit their academic journeys and help prepare them for transfer to bachelor programs and the workplace. The new website will also celebrate student voices and departmental activities. The format will be more engaging with videos and images, and designed to attract potential students and provide them with clear and pertinent information about the department and programs.

The department will also focus on strengthening collaborations with area high schools to recruit students and create opportunities for collaboration. Several students are on track to complete the AA Liberal Arts and the Certificate of Literary Editing and Publishing by Spring 2024. The faculty will continue to advise these students and work with the Upward Bound and Penasco High School to schedule the courses. Additionally, the faculty will work on creating partnerships with Academic Departments to create opportunities for students to engage in literary and artistic projects for the Northern community as part of the Certificate of Literary Editing and Publishing.

## Department of Teacher Education

Chair responsible for this report: Dr. Sandra Rodriguez

### I. Annual summary of activities

The Department of Teacher Education (DTE) experienced a significant increase in unduplicated student enrollment during the 2022-2023 academic year. In the fall 2021, there were 83 students enrolled; in the fall 2022, there were 104 students for a 25.3% increase. In the spring 2022, there were 70 students enrolled; in the spring 2023, there were 119 students enrolled making for a 70% increase. Graduation rates also increased; in 2021-2022 there were 32 graduates and in 2022-2023 there were 50 graduates. The 56.25% increase was a celebration for all with the indicators of higher graduation rates leading to an increase in student retention rates.

The significant increase in student enrollment, retention and graduation rates was met with enthusiasm by the faculty and staff. Second sections of courses were added to the schedule of classes during both semesters and an increased demand for student and faculty services was set in motion.

#### A. Student Transformation

The majority of the student population enrolled in the DTE work either full-time or part-time in school settings. This fact means any and all services provided to students must accommodate the student's availability. It is not uncommon for students **not** to be able to access email notices during the day since outside websites are blocked and personal calls are not allowed during the time students are present in classrooms. A fully asynchronous online program is a must for most students. The online course format includes not only the department coursework, but all coursework subscribed in the student's program of studies. The DTE has met the challenge of providing all department coursework online.

Another student transformation that has increased student engagement and success has been the full implementation of departmental holistic advising. The approach requires the support of all faculty and staff to work as a team in providing a one-stop approach to services. Students are provided advising that is tailored to their schedules and availability. A departmental structure has been designed that allows for multiple checks and balances to ensure students are supported from application to the college, to the department, department scholarship/financial aid support, program degree development and maintenance, to graduation.

In early spring 2023, a project request was made to NMPED for faculty, staff, and students to work collaboratively to design and develop the NNMC Teacher Educator Preparation Program Portfolio. The portfolio framework would serve as the means to meet the April 2022 state Memorandum: "Beginning in July 2022 approved educator preparation programs in the State of New Mexico must adopt a standardized portfolio that will serve as a rigorous approval process to becoming a licensed educator in the State of New Mexico and Praxis examination pathways will be removed

for educators that will graduate in the spring, 2024. All Elementary Educators seeking licensure must still complete Praxis: Teaching of Reading Elementary Examination per state statute 22-10A-1 NMSA 1978” (NMPED Portfolio Guideline document, Spring 2023). The final completed portfolio process was submitted and approved by NMPED as meeting all requirements in late July 2023. The final NMPED approval provided the use of the portfolio to include the fall 2023 semester; a full semester before the deadline of Spring 2024. As outlined in the Yazzie/Martinez, the practice-based assessment is expected to have a positive impact on NNMC student licensure opportunities and “...to address past systemic failures to address the historic inequities within education institutions” (NMPED Guidelines to develop a Portfolio, Spring 2022).

#### B. Operational Excellence

The DTE has implemented several initiatives that support the more efficient and effective building of practices that contribute to excellent customer service. Initiatives that impact students include the full participation of all faculty (including adjunct) and staff in a PD opportunity in the development of a programmatic key assessment that will be used across AA, BA, and ALP programs. The full participation of all faculty using the assessment will support continuity and consistency across course expectations and deliverables.

Practices between Education and other departments include working collaboratively with Admissions, Advising, Financial Aid, Registrar, and the Business Office in order to design seamless practices that support college-wide systems that encourage open and professional communications between all stakeholders. Outside partners have been engaged in the initiation of an Advisory Committee that will bring together a community of stakeholders with unique knowledge and skills to support the critical examination of the Department’s education programs resulting in strategic program improvement efforts.

## II. Challenges

DTE faced the following challenges: The increase in fall and spring enrollments led to a need to add additional sections of courses, seek more adjunct and fulltime faculty that were certified to teach online, and required faculty to teach new courses they had not taught before. To address this issue, new faculty were asked to team-teach with more experienced faculty. Faculty also had the challenge of teaching courses with a larger number of students, which made it more difficult to provide individualized and targeted course support to students.

Some of the challenges that students faced included the inability to register for courses due to the high demand for some courses that were capped because of high enrollment. Students had difficulty enrolling in general education and upper division courses to fulfill their general education requirements as well. DTE students need courses that are offered online asynchronous and/or online synchronous courses during a convenient time. Other miscellaneous challenges DTE faced were issues with the building heater during the winter and air conditioning during the summer that made onsite work difficult.

#### A. Student Transformation

To fulfill general education requirements some DTE students, who work full-time, live in rural areas, or outside the NNMC geographic area, had to enroll in courses at other institutions because such courses were either not offered at NNMC or were offered onsite during an inconvenient time (working hours). Broader online course offerings are required if online programs, which ultimately lead to increased student enrollment are to be realized.

#### B. Operational Excellence

DTE students who work during the day have struggled to access the business office, registrar and other on-campus student support services. They rely on telephone and e-mail communication, however, such communication is often not replied to in a timely manner. The current structure for services may not be in the best interest of an online student.

A systems approach to transcript audits that provide for the institution to institution transfer of general education credits and all qualifying coursework that may be outside of the declared major is needed. A second revision of student transcripts to ensure that students received credit for all qualifying coursework completed at other institutions is time consuming for both the registrar's office and the department faculty.

One of the biggest challenges to the department has been interfacing with Workday. The amount of time required to process requests has come at a great cost to the DTE. A loss of time, morale, and most importantly a loss of credibility with students, school partners, and vendors because of lost or unprocessed payments and stipends has been frustrating.

#### C. Budget requirement to address challenges

Because of the rapid growth in enrollment, the department would benefit from additional funds for adjunct faculty to expand the semester course offerings and maintain reasonable course enrollment numbers. Tuition assistance or stipends for adjunct faculty to get online and Quality Matters certified would be beneficial. Funds for professional development in various areas for academic and organizational excellence would support DTE faculty and staff in improving operational excellence. A challenge in hiring qualified fulltime and adjunct faculty that have the skills to develop, get NNMC online certification, and teach online courses with the current pay structure makes the hiring of much needed faculty an impossible task. A review of the pay structure for fulltime and adjunct faculty with the added skills is needed.

### III. Future Projects

Future projects for the Department of Teacher Education include completing the National Accreditation process with CAEP. The BA programs in Elementary Education and Early Childhood, Alternative Licensure Programs in Elementary, Secondary, and Special Education, are under review using the newly adopted national CAEP standards. The department is also engaged in the

beginning stages of the additional NAEYC Accreditation process for the Early Childhood Program, which is an NMPED-led effort. The department is also a member of a state-wide initiative to align AA and BA Elementary programs across all EPPs in efforts to better serve students across New Mexico.

#### A. Student Transformation

The DTE received NM program approval and accreditation for all education programs in 2020. While the state does not require national accreditation, the additional review and accreditation provide extra assurance to our students, community, and state partners of educational excellence. The accreditation process review and maintenance require an enormous amount of human resources and time. The hiring of an expert consultant to lead the accreditation efforts is a must. In addition, the course release time allotted for faculty involved in the process does not even minimally address the time required to engage in the process effectively. The internal intricate working knowledge of the departmental programs required to complete the data collection, analysis, and writing of a report cannot be contracted out.

The expectation that all the additional work be completed within the existing administrative structures of a department is unrealistic. A mechanism that measures the departmental tasks, duties, and responsibilities inside the NNMC community and outside stakeholders and partners should be considered. A differential structure for additional staff positions and appropriate compensation is needed.

#### B. Operational Excellence

The DTE has also applied for and received over eight grants. All of these grants take additional human resources to administer and oversee grant implementation, yet only one of those grants provides funding for a position. All remaining grant duties and oversight have been absorbed as departmental duties. The additional responsibilities and heavy workloads have led to a decrease in morale and faculty and staff burn-out.

School of Science, Technology, Engineering, Math, and Health Sciences  
Dean: Vacant

Department of Biology, Chemistry, and Environmental Science  
Chair responsible for this report: Dr. Sushmita Nandy

#### A. Student Transformation

BCES faculty has been actively involved in providing undergraduate research and field experiences to students. Our undergraduate research labs have successfully hosted students for coursework like Undergraduate Research Experience (URE) and Senior Capstone; for paid internships like NM- INBRE NISE, AMP and for other collaborative research projects.

BCES faculty has actively pursued external funding and submitted grants to USDA (United States Department of Agriculture) in collaboration with NMSU (New Mexico State University), NIH (National Institute of Health) in collaboration with NMSU, Nuclear Regulatory Commission in collaboration with Colorado State University and to National Science Foundation (NSF). BCES has secured external research funding through NM-INBRE DRPP grants, which has helped students gain intensive exposure to biomedical science research.

Faculty has directed serious efforts towards securing funding from various sources to upgrade equipment infrastructure in the undergraduate research laboratories. Faculty (2) in collaboration with NM-INBRE was able to secure \$160,000 worth of biomedical science laboratory equipment, which leveraged our research productivity and ability to train our students on critical laboratory and research skill sets.

BCES faculty and students represented NNMC at different regional, national and international conferences. They attended and presented their research work at conferences like ISSCR (International Society for Stem Cell Research), Evolution, Gordon Research Conference (Speciation), Animal Behavior, and the Western Regional IDeA Symposium. BCES faculty (1) organized the NNMC annual research symposium; an event that provides a platform for students to present their research work and share it with the college community. BCES invited external speakers from institutions of higher education across the country for the seminar series. These talks significantly increased the level of student engagement and positively influenced overall student transformation and success.

BCES faculty (2) attended faculty enrichment program/ fellowship in collaboration with LANL and it resulted in these faculty significantly contributing towards developing the curriculum for the new certificate program in Data Sciences. Former Department Chair (Joaquin Gallegos) along with faculty conducted an exercise to reflect on courses with high “Drop, Fail, Withdrawal” (DFW) rate and brainstormed strategies to reduce DFW rates in these courses. Development of online courses to reach out to a wider student population has been identified as a strategy to improve enrollment/ retention, and as of date BCES has five faculty credentialed to teach online courses with five courses that are Quality Matters certified and approved for online offering. The Radiation Protection program (in partnership with LANL) has continued to expand through



dedicated instrument courses that provide access to more equipment and scenario-based experiments for the students in the near future. Faculty (1) has worked towards further developing the Radiation Protection Program to allow for greater capacity to offer courses in the 8-week format and cater to students in remote locations through distance education. Faculty (2) has worked in collaboration with other initiatives on campus like embedded tutoring and student success academy.

#### B. Operational Excellence

BCES faculty (2) has actively engaged in restructuring the Radiation Protection program (RDPR) to explore the possibility of increasing 8-week and remote/ satellite course offerings. The department has increased coordination with the institutional assessment coordinator to streamline assessment in BCES offered general education and program specific courses.

Faculty has worked closely with on-campus programs to visit local high schools for outreach. In addition, faculty (2) collaborated with AVID teachers from Espanola Valley High School and EOC, NNMC to organize a student trip to the NNMC Espanola campus to tour our cell biology and fish behavioral undergraduate research laboratories.

The Department Chair and faculty (1) closely worked with LANL and N3B to support students in the RDPR and Nuclear Operator Technology program. In order to support curriculum requirements of laboratory-based coursework and with the increasing need for updated laboratory spaces, faculty (2) worked on an NIH Alteration and Renovation grant in collaboration with NMSU.

### II. Challenges

#### A. Student Transformation

Students' experiences in the classroom are one of the most significant contributing factors towards student transformation. Our infrastructure issues have significantly impacted the ability of students' ability to participate in research and educational opportunities. Classrooms and laboratories in the GE and HT buildings are not only facing large and intense leaks but have also led students to report concerns about their health. Classrooms and labs in the HT and GE buildings both have been facing significant HVAC issues, and students have had to learn and work in extreme temperatures. Makeshift arrangements (box fans) provided by the NNMC facility are not safe for use in labs due to aerosol contamination. Recently, an ultra-low temperature laboratory freezer broke down in the HT 125 lab, and one of the reasons for the breakdown seems to be high room temperature as a result of a non-functional HVAC system. The downstream effect of which was the loss of or significant impairment of the scientific samples of at least two faculty members. These samples comprise years or man hours, come from remote locations, and were the basis of potential scientific publications to be co-authored with students. Thus, the samples were priceless. To prioritize student success and be competitive as an institution of higher education, Northern needs to be more supportive of student projects.

## B. Operational Excellence

Infrastructure issues have significantly impacted the ability of students to be able to participate in research and educational opportunities. The lack of backup generators and high temperatures have led to the loss of expensive (~\$25,000) freezers where scientific samples are stored. Some BCES faculty have not been able to use their office space due to a roof leak, see page and mold growth.

The Dept of BCES needs more support from the NNMC business office. Ordering laboratory supplies in a timely manner has been an issue in some cases. Due to issues with NNMC receiving, especially with heavy items and items that require cold chain maintenance, there is a need to have proper guidelines in place. It would be ideal for the department of BCES to have access to its own p-card. BCES orders the vast majority of supplies and the time it takes to receive time-sensitive items for courses and URE/Capstone research is untenable.

Based on student advisement experiences and feedback, there is a need to review and revisit institutional policy and/ or procedure regarding student credit transfer. Students currently have to wait an unreasonable amount of time to have their credits formally transferred on record. This leads to frustration among students and in some cases leads to losing the student to another institution.

## C. Budget requirement to address challenges

Requests should be made to the State to fund the construction of a modern science building that has pitched roofs, is built at LEED energy standards, can house our current student learning laboratories and faculty-led laboratories, and is built with a flexibility to allow change and growth across the next 50 years. Such a building would allow for cutting-edge teaching practices such as increased Course-Based Undergraduate Research Experiences (CURE). CUREs are the gold standard in scientific education and creating spaces for such CUREs will allow us to continue to partner with international, national, and local institutions and industries and propel not just NNMC and our students to the next level, but the region itself. Specifically, to achieve such funding, Northern should request supplemental funding for capital outlay supported by a federally funded match for a multi-year renovation for the laboratories worthy of the higher education environment and of a technical caliber.

The institution should prioritize (with the state budget for roof repair) fixing roof leaks in both HT and GE labs as it is not just a matter of student experience but, more importantly, a matter of personnel health and safety. A budget to fix HVAC issues in both GE and HT buildings is requested. High room temperature during the summers has affected laboratory equipment (~\$30,000), reagents, digital screens, Mondopad (classroom technology) and finally has led students and faculty in PPE (Protective Personal Equipment) to experience uncomfortable laboratory conditions that are not conducive for learning.

The modernization of our teaching labs should be our priority after the roof and HVAC for the institution. All BCES programs would benefit from the addition and/or replacement of certain teaching lab equipment. For example, the chemistry lab would benefit from having a Nuclear Magnetic Resonance (NMR) Spectrometer (~\$80K). A budget is requested to modernize small lab equipment (~\$10K). Currently, students pay a laboratory fee for lab courses and the Dept. of BCES would like to have access to the laboratory fees to fund and expand student labs and UREs/Capstones as these courses are instrumental to launching our students into medical, graduate, and veterinary schools, federal, state, and regional government, and national laboratories. Budget is also requested to develop (electrical and network) GE207/208 as computer lab for our academic programs. LANL has provided funding for advanced computers and they are already on campus with no dedicated space.

There is a need to expand the chemistry program as the current chemistry program offers an AS degree and supports General education. Currently, the entire program is supported by only one full time faculty. A significant percentage of classes in this program is taught by adjunct faculty. Funding for an additional faculty line to support and expand the chemistry program at NNMC would be extremely beneficial. The Dept. of BCES would tremendously benefit from a STEM advisor position and therefore we request hiring of this position (assuming that we already have a budget for it through Title III).

Budget is requested to place a refrigerator/ freezer in the NNMC receiving dock for late evening delivery of items that require maintenance of the cold chain. Budget is also requested for power backup for all laboratory freezers, ultra-low freezers and refrigerators in HT and GE that store expensive lab reagents and samples, often involving federal grants. Additionally, keypad door locks for laboratories in HT and GE buildings are also requested.

Lastly, oftentimes students cannot afford professional memberships and are unable to participate. We request a dedicated budget for student professional memberships based on GPA.

### III. Future Projects

#### A. Student Transformation

In an effort to streamline advisement activities, BCES plans to draft and implement an advisement guideline document for use at the departmental level. The Department plans to revisit curriculum for all programs and take a closer look at prerequisites for courses that are potentially causing a bottleneck. The department intends to direct serious efforts towards effective academic scheduling to maximize chances for students to develop workable schedules in order to make progress towards degree. The department will intensify outreach efforts to local high schools to inform students of our programs and opportunities.

#### B. Operational Excellence

In an effort to reach out to a wider student population, BCES plans to make our programs at least 50% online by encouraging all faculty to get credentialed for online teaching and develop online courses with QM approval. The Department of BCES would direct rigorous efforts towards effective data driven academic scheduling. BCES plans to collaborate with NNMC receiving and drafting a document that provides clear guidelines for handling of items (equipment, laboratory reagents and other materials) from the time they are received to the time to the time that they are delivered all the way to the lab.

Department of Engineering and Technology  
Chair responsible for this report: Dr. Ashis Nandy

## I. Annual summary of activities

The summary of activities of the Department of Engineering and Technology (DET) for the academic year 2022-23 are reported below in the following two subsections.

### A. Student Transformation

To tackle the COVID emergency situation, several DET classes were offered during the previous years in the remote format without the rigor and quality assurance of Quality Matters approval, and in many instances the instructional delivery method did not suit the learning style and ability of our students. In AY 22-23, with the offering of courses primarily in the traditional format, the students feel more connected to their peers and instructors, and overall engagement level has again improved. On-campus presence also allowed us to offer hands-on lab courses at the physical laboratory spaces, rather than in a make-shift and often ineffective virtual lab environment. These factors, in return, have positively impacted the general student experience and are expected to enhance student performance and success rates.

For the last few years, both Information Engineering Technology (IET) and Electromechanical engineering technology (EMET) programs lacked enough faculty members to cover the breadth of the programs, which negatively impacted the ability to offer enough classes (especially upper division classes) on a regular basis. One part-time faculty (0.5 FTE) was hired to teach EMET program classes for spring 23 semester. Also, one full-time faculty position for the IET program was re-advertised and the hiring process was completed. This will relieve the workload on the only full-time faculty that the IET program currently has, and will also lower the dependency on the adjunct/part-time faculty for that program. Full-time faculty involvement in critical areas such as active student advisement, department and college services are known to enhance positive student experience, and ultimately, student success.

One faculty member from the EMET program worked extensively on the design, development, and approval of a new certificate program in Engineering Drawing and Computer Aided Design (CAD). Input from all stakeholders of the program (students, faculty, employers, advisory committee members) were incorporated into the program, and they all concur that this program will prove to be transformative in terms of quality student experience as well as for preparing students for immediate and growing workforce needs. The CAD certificate program, which is essentially pre-requisite free and requires minimal Math skills, would provide our students an alternate Pathway to a rewarding academic and professional career. DET is also working on a collaborative project with Los Alamos National Lab (LANL) and is in the planning stage of an agreement with them in an attempt to create student internships and a pipeline of CAD program graduates into various technical divisions at LANL.

As part of faculty professional development efforts to better address student learning outcomes, one faculty member completed an online certificate program related to a CAD software (Advanced Part Modeling) from Computer Aided Technology, Inc. Another faculty member completed a one-week training at FANUC facility in Chicago on FANUC industrial robot to incorporate the lessons into the Robotics class.

One faculty member supported several classes at local schools on a regular basis (EVHS, Capital High, Santa Fe Indian School, etc.) and delivered a 4-week intensive Northern Stewards Field School during summer 23. Northern students partnered as collaborators and content experts and found these experiences extremely rewarding and transformative.

#### B. Operational Excellence

During this academic year, DET hired a lab technician who is working half-time for the department (with another 50% effort towards the Technical Trades programs). In the past, the DET had struggled to manage, organize, maintain and update laboratories, since the faculty had to put in all that effort with very limited resources, on top of their all other heavy responsibilities. With effective utilization of this very helpful resource, and by addressing student needs promptly and more efficiently, both in the labs for classes and for student projects, we are able to offer improved customer service to our students.

A significant fraction of our student population work either full-time or part-time, and experience great challenges in taking classes in the traditional format, especially during the regular business hours. Several students were forced to either postpone their studies, or to take very few classes to accommodate their work schedule, which in turn delayed their graduation. To alleviate this issue, two DET faculty members worked extensively on designing and developing several online classes over the last few years. During AY 22-23, one EMET faculty member received QM approval for three fully-online classes, and offered those during fall 22, and also submitted another course for approval in spring 23. One part-time IET faculty member received QM approval for 4 courses during AY 22-23. In addition to that, to provide better customer service and to meet students' needs, DET offered most classes during late afternoons and in the evening hours. Almost all lower division classes within DET followed this type of schedule, especially to support the needs of the dual credit high-school students.

On the foundations of the last few years of collaborative efforts, DET finally signed articulation agreements with Mesalands Community College. These articulation agreements will allow Mesalands students/graduates from their Associates programs (Wind Energy and Pre-Engineering) to transfer a specified number of credits automatically when they transfer into our Bachelor in EMET program. Transferring courses (especially, non Gen-Ed courses) is often a long, ineffective and challenging process for both the students and faculty advisors, and this articulation will aid in much smoother and effective transfer of the credits for these students.

## II. Challenges

#### A. Student Transformation

Issues with several classrooms in the High-Tech building (HT 118, HT 123), such as leaking roof, and non-functioning power outlets hindered the ability to offer and broadcast some of the Information Engineering Technology (IET) classes synchronously for remote students. These classrooms, equipped with many computers and other networking equipment that have been used extensively for several IET classes, are now non-functional for several semesters. Classes had to be moved to other classrooms, and students had to rely on their own laptop computers or borrow departmental laptop computers. To address the issue at least partially, and to meet the growing demand for laptop computers (and to replace old and outdated laptop computers owned by the DET), 15 new laptop computers were purchased with the help of the Title III grant funding. But the lack of availability of the classrooms continues to be an issue for DET.

DET needs to build redundancy in the teaching capacity for some areas, such as cyber security, CAD certificate program courses. Due to other administrative responsibilities, the new DET Chair will not be able to teach some of the courses in the CAD program, and the department currently does not have any other faculty members with the skills or credentials to teach those courses.

In the last 5 years, the DET student enrollment has declined. From informal student feedback (during advisement and other student interactions), it is becoming increasingly clear that there is a growing demand for more online classes. More online offerings for theoretical classes would be very beneficial for building enrollment and for providing flexible schedules to working students, but would require more faculty involvement.

#### B. Operational Excellence

For several years, DET has been operating with only 3 full-time faculty members, including the Chair. Serious or meaningful efforts have not been directed to recruit any other full-time faculty, which had a far-reaching negative effect on every aspect of the departmental activities, including adverse effects on student enrollment, retention, student performance and satisfaction. Unlike full-time faculty, part-timers and adjuncts are not expected to contribute in the other areas, such as curriculum matters, program accreditation, student advising, capstone project mentoring, department/college/community service. Consequently, full-time faculty workload had been an ongoing issue which adversely affected the ability to offer superior customer service to the students.

It has been noted by the new DET chair that not all students are being contacted by their faculty advisors, and in few cases, faculty are not prompt in responding (or completely unresponsive) to students' requests related to advisement. Some students are not completely aware of the DET advisement guidelines and wrongly advised (unintentionally) by the general advisors. Also, both faculty and students reported disappointments/frustrations in transferring in courses, which often takes unreasonably long time or series of communications.

Although DET loans out laptop computers for students in need, these computers are not loaded with some specialized software (e.g. SolidWorks), as DET currently possesses a limited number of licenses. The student computer lab in the SERPA building is nonfunctional and needs updated computers with the specialized software and printers that students can access to work on their assignments outside of the class session.

#### C. Budget requirement to address challenges

Currently there are 4.5 FTE faculty (with the new FT faculty hire) within DET and 0.5 FTE vacant positions. In the recent past, DET had 6.0 FTE faculty positions available. To maintain for reasonable functioning of all existing programs and the newly approved and proposed certificate programs and to ensure student success and accreditation of Bachelor programs, we request an additional budget of 0.5 FTE faculty position (to be able to hire 1.0 FTE full-time faculty). That will bring the total FTE positions in DET to 5.5, and would cost an additional \$44,675 for salaries.

DET would also like to request funds for 5 desktop computers and software licenses for the student computer lab in the SERPA building, totaling \$18,000.

### III. Future Projects

#### A. Student Transformation

DET will continue the full-time faculty search efforts, and seek additional funding to support some of these faculty positions through RPSPs and contracts. Specifically, DET will continue its efforts to secure a contract with LANL in building an internship program for CAD certificate students which would provide faculty release time and provide funding for faculty salaries. Similarly, DET will submit a RPSP with the state to fund a faculty position for Cybersecurity certificate program. The released I&G budget would then be used to hire additional full-time faculty member(s). This would increase the ability to offer more courses on a regular basis and to graduate Engineering students on-time.

DET plans to submit grant applications (NSF S-STEM or other) to secure funds for student scholarships to offset continuing financial challenges faced by many of our non-traditional students who might not be eligible for other financial aid. This will help DET improve enrollment and retention trends.

#### B. Operational Excellence

Class scheduling has been a challenging issue for DET. Although faculty in DET attempt to avoid/minimize time conflicts between Engineering classes, it is often very difficult to catch time conflicts with common Math, English or other Gen Ed courses. DET Chair will use the new scheduling software (Course Dog) acquired by the College to schedule classes which will provide far better and accurate tools to avoid such scheduling conflicts. Faculty advisors at DET would be encouraged to estimate students' needs through early advisement and documentation to better



predict and overcome these challenges. Students will be surveyed as well and their input will be used to inform scheduling decisions.

DET will develop and enforce advising guidelines and protocols to reach out and advise existing and potential students, following up on the activities to ensure timely registration of students rather than handling advisement in the last minute under stressful situations. The proactive approach will provide better service to our students.

## Department of Mathematics and Physical Science

Chair responsible for this report: Dr. David Torres

### I. Annual summary of activities

Lorraine Bowman joined the department as a Visiting Professor in January 2023. Department of Mathematics and Physical Science now has three full-time faculty members. To meet teaching demands, the department employed 11 adjunct instructors in AY 2022/23. These instructors include an instructor for PHED and GEOL in addition to MATH, ASTR, and PHYS.

#### A. Student Transformation

In AY 2022/23, the Mathematics and Physical Science Department taught 62 courses for 196 credits of which 633 students were enrolled.

	Fall 2022	Spring 2023	Summer 2023	Total
NUMBER OF SECTIONS	28	28	6	62
NUMBER OF STUDENTS	342	291	0	633
TOTAL STUDENT CREDIT HRS	1158	983	198	2339

The teaching format of the courses are listed in the table below. Most of the department's courses are offered in a Blended Online (BOL) format.

Teaching format	Number of courses	Percentage of courses
BOL	33	53%
TR	15	24%
OL	5	8%
BTR	9	15%

Currently the Department of Mathematics and Physical Science has 1 BS students in Mathematics as of 8/13/2023.

Our faculty members engage with NNMC students and local schools' students to promote mathematics through various activities outside the classroom. A faculty member helped organize the Julia Robinson Math Festival for elementary and middle school students in which almost 200 students participated.

The department participated in meetings regarding Co-requisite Models and discussions regarding Student Success Academy Key Performance Indicators.

#### B. Operational Excellence

The Math Learning Center (MLC) continues to be effectively managed. Tutoring is offered in-person and via zoom tutoring.

The department continues assessment of college-wide Student Learning Outcomes and Program Specific Learning Outcomes (PSLO) in Fall 2022 and Spring 2023. A faculty member was also involved in co-curricular assessment.

A meeting with the External Advisory Committee (EAC) was held in March 2023. A Los Alamos National Laboratory staff member, Espanola Valley High School Mathematics Chair, and Eastern New Mexico University Mathematics Chair formed the EAC committee.

Mathematics and Physical Science faculty served on the Faculty Senate, Tenure, Honors, Academic Standards, General Education, Sharing Governance, and Personnel Committees. Our faculty actively participate in all Curricular Assessment Day and Faculty and Staff Development Day activities. Full-time faculty members coordinate their courses and exams with the adjuncts to ensure quality SLO assessment.

The Department and MLC regularly participate in New Student Orientations, CAMP New Student Orientations, and recruitment events.

A research publication co-authored by a BS in Mathematics graduate was published in *Aerobiologia*.

During AY 22-23, there were several improvements to our labs and classrooms. The Department spent \$9,600 from the LANL Subcontract 811-007 to purchase physics lab equipment for Algebra-based Physics I and Physics II. In addition, \$912 was used to purchase classroom chairs from the LANL Subcontract.

## II. Challenges

### A. Student Transformation

When it comes to BS and AS in Mathematics programs, our primary challenge lies in recruiting students. Many of our senior level mathematics students have graduated and we have not received an adequate flux of incoming freshman undergraduates.

Sustaining these programs will require us to continue to offer upper division math courses that will have low enrollment. This challenge is not unique to Northern. Other NM institutions have low enrollment of math majors and are dealing with it by co-teaching and encouraging students to double-major.

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

## B. Operational Excellence

To meet our students' needs and their busy schedules, we have offered both ONLINE and Face-to-face (F2F) tutoring since Fall 2022. Additional funding is needed to cover the costs of running the center and expanding with more tutoring hours. Our records show that the demand for face-to-face (F2F) tutoring is higher than for online tutoring. Ideally, we would offer 36 hours of F2F tutoring MTWR 10 AM – 7 PM plus an additional 12 hours per week of online tutoring during the fall and spring semesters. During the Summer session, the demand for tutoring is not that high and we could manage with 3 adjunct instructors and 18 hours of tutoring per week.

## C. Budget requirement to address challenges

To address the above challenges and our plan to offer co-requisite courses, the Department would benefit from hiring another full-time faculty member (tenure- the rack or non-tenure-track). Per current CBA Salary Matrix, the annual cost of hiring a Tenure-Track faculty with a Ph.D. degree is \$60,778 (salary) plus benefits, while the annual cost of hiring a non-tenure-track visiting faculty with a M.S. degree is \$51,661 (salary) plus benefits.

- More competitive adjunct pay would also help us recruit and retain highly qualified adjunct instructors from the region. Their involvement and face-to-face interactions with the students will support student success and retention.
- Stipends for adjunct instructors to attend departmental meetings, college-wide meetings, and other events would strengthen their ties with the Department and show them they are an integral part of Northern family.
- We are requesting \$6,000 in additional funds for the Math Center of Excellence to support these additional costs.
- We are asking for a \$1,000 increase in the MLC director stipend, from \$4,000 to \$5,000.

## III. Future Projects

### A. Student Transformation

With the help of Title III and Title V grants, we are planning to organize on-campus events promoting Math and Science at the newly established Math Center of Excellence.

### B. Operational Excellence

The Department is participating in Implementing the Corequisite Developmental Education Model in Higher Education Institutions through Project ECHO. Implementing the Corequisite Model should speed up students' progress toward completing General Education requirements. This should help with student retention and increase graduation rates.

## Department of Nursing and Health Sciences

Chair responsible for this report: Ellen Trabka

### I. Annual summary of activities

After a three-year trend of decreasing enrollment in the Department of Nursing & Health Sciences from the fall of 2019 to the Spring of 2022, the department experienced an 11% increase in total enrollment for AY 2023. The department continues to implement a three-year comprehensive Strategic Enrollment Plan.

Nursing & Health Science	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Headcount	149	136	123	105	106	94	118	107
FTE	130.63	115	130.36	87	92	77.08	96.58	72.4
SCH	*625	*588.5	*625	**497	555	**354	**471	424

\*(16-week classes) \*\*(8 & 16 week classes)

In AY 2023, the associate degree nursing (ADN) Program continued to experience a trend of decreased applications and admissions. Historically, the program receives between 40 -50 applications each year (approximately 30-35 are qualified), admits 24 students annually, and has a waiting list of students. In AY 2022 and 2023, the program experienced a >50% drop in both applications and the number of qualified students admitted to the program. The program attributes this drop to the COVID-19 pandemic and is working to reverse this trend through recruitment and advisement activities. The program was awarded a \$680,000 Nursing Expansion Grant which included a position for a Nursing Student Recruiter.

Academic year	# of applications	# of qualified applicants	# of students admitted	Waiting list
2022-2023	20	11	16 (9 qualified, 7 unqualified)	0
2021-2022	22	15	11	0
2020-2021	50	36	24	12
2019-2020	45	30	24	6

RN to BSN program enrollment remained steady at 22 students. A new program elective course, *Introduction to Medical Cannabis for Healthcare Professionals* was developed and offered. The program is currently offering 8-week (73% of courses) and 16-week (27% of courses) courses, and students can complete the nursing curriculum in 15 months. CCNE Accreditation, AHNCC

Endorsement as a Holistic Nursing Education Program, affordable online tuition rates, and shorter courses make this program competitive with other online RN to BSN programs. Other factors that positively impact students are faculty with outstanding academic preparation who are content experts in their fields, have online teaching certification and credentials, and have earned advanced nursing certifications. The high degree of student satisfaction, the accredited and well-developed program, and well-qualified faculty are factors that positively impact student enrollment, thus making the program highly marketable.

The nurse aide program was offered after a 2-year hiatus (due to not having a qualified instructor to teach the course).

Allied Health: The Department of Nursing and Health Sciences is an active participant in a partnership between Española Valley High School (EVHS), 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 Healthcare Careers Pathways Project (EHCPP) among the partner institutions. A project director assists with coordination of all aspects of this partnership program, including writing and managing grant funding for the project. A dual credit-phlebotomy program was developed and approved. An allied health instructor was hired to teach dual credit courses (Introduction to Healthcare Professions and Medical Terminology) to the first cohort of students from EVHS. This project contributes to increased enrollment in the department.

#### A. Student Transformation

The ADN program implemented a variety of activities that support student success and a positive student experience, to include: 1) implementation of a new instructional software package (Assessment Technologies Institute (ATI)) to support interactive learning and Next Generation NCLEX Exam formats; 2) purchase of student computers/laptops; 3) hiring of a FT Simulation Coordinator; 4) the development of a peer mentorship program; 5) faculty tutoring; 6) student scholarships and tuition assistance for all enrolled students; 7) an expanded new student orientation; 8) stipends for graduates to take and pass the NCLEX-RN exam within 3 months of graduation; and 9) funding for nursing faculty professional development, to include a course on *Fostering a Culture of Belonging*. In addition, the program employs a part-time success coach to support student retention and persistence in the program.

The ADN program received a HRSA Nursing Workforce Diversity Grant in collaboration with the Colorado Center for Nursing Excellence. Eight students participated in this initiative to increase nursing education opportunities for individuals from disadvantaged backgrounds and to increase diversity in the nursing workforce. Students were paired with a nurse mentor, completed an academic success class, had access to peer networking, tutoring, and other support services addressing the social determinants of educational success, and received a stipend for their participation in the program. Nursing faculty participated in a Bias Busters training, holistic admissions training, and a clinical scholar program. It is important to note that the ADN Program has met state and national benchmarks of >80% of first-time test takers passing the NCLEX-RN

licensure exam for the past three years. Program NCLEX-RN pass rates were above the national average in 2022. The program received notification of 8 years of continued accreditation from ACEN.

Year	NCLEX-RN Pass rates
2020	81.25%
2021	85.71%
2022	84.62

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.

RN to BSN Program: 100% of BSN program faculty have completed a Certificate in Online Teaching and Learning, are credentialed to teach online, and are certified as a holistic nurse. 100% of program courses have been reviewed and approved by the college's Online Review Committee as meeting 85% of Quality Matters Standards. Faculty credentials and certifications affect the quality of instruction which positively impacts student success. Student course, instructor, end-of-program surveys, informal feedback, and feedback from Student Governance meetings consistently reflect almost 100% satisfaction with the structure, course content, and holistic nature of this program.

#### B. Operational Excellence

The department of nursing & health science staff and faculty are adept at effectively utilizing technology to provide a quality educational experience to students, as well as support faculty and staff retention. The use of zoom technology to conduct remote program, college, and statewide meetings, as well as advisement sessions with students decreases faculty and student travel time, allows for remote work, contributes to excellent customer service, and supports increased student and employee satisfaction. The ADN and RN to BSN Programs conduct program admission activities 100% electronically, which decreases paper waste and allows for more efficient and timely submission and storage of documents. The department administrative assistant is proficient in the use of Workday, which facilitates college budget and business practices.

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, which contributes to operational excellence.

## II. Challenges

Sustained program enrollment, student academic success, robust program completion rates, availability of marketing funds for certain programs, and recruitment and retention of qualified staff and faculty are the main challenges facing the department. The ADN program experienced a decrease in both program admissions (as stated above) as well as a decrease in student retention and graduation rates. Attrition for first semester ADN students was at a historic 50% in the fall of 2022, and program completion rates dropped to a low of 54.5% in spring of 2023. Currently the program has 3 faculty vacancies and one staff vacancy for a nursing student recruiter.

Despite the marketability potential of the online RN to BSN Program, funds for marketing are non-existent which has an adverse effect on student recruitment both statewide and nationally. The RN to BSN Program has been consistently low enrolled since its inception. Enrollment must increase to sustain the program. Program administrators engaged in a targeted national marketing campaign during AY 2020-2021. The goal was to recruit out-of-state students to increase program enrollment. As marketing funds were no longer available for AY 2022 and AY 2023, no further marketing was undertaken. This lack of consistency in marketing funds undercuts program efforts to recruit additional students. Successful marketing efforts take time to see results, and one year of limited marketing has, at this point, had little impact on increasing enrollment. Additional college resources and support for consistent national marketing is needed. Other academic institutions employ professionals in the field of marketing and recruitment or have full-time program recruiters. Although faculty are committed to recruitment and marketing efforts, the program is in dire need of professional recruiting & marketing staff as well as consistent funding to achieve significant results.

The newly approved certificate of phlebotomy program is an exciting opportunity to recruit new students, increase dual credit opportunities, as well as provide a pathway to employment in the healthcare field. Challenges include the recent resignation of the full-time allied health instructor and difficulty recruiting a qualified phlebotomy instructor.

#### A. Student Transformation

Despite the plethora of academic student support services available to students, some students do not access the services in a timely or effective manner and attrition rates are high in certain programs.

#### B. Operational Excellence

Workday was a big challenge for the department that was overcome by hiring an administrative assistant with excellent computer skills.

#### C. Budget requirement to address challenges

The RN to BSN Program requires a consistent source of institutional funds to support program marketing and student recruitment to sustain the program. \$20,000 is requested for FY 2025 to advertise and recruit students to increase program enrollment.



### III. Future Projects

The ADN program will be developing a plan to transition to the statewide concept-based curriculum supported by the New Mexico Nursing Education Consortium (NMNEC). This will entail a major curriculum change and approval by the NNMC Undergraduate Curriculum Committee, the NM Board of Nursing, and the Accrediting Commission for Education in Nursing (ACEN), as well as stable department leadership.

The ADN Program has submitted a grant application to the New Mexico Higher Education Department for an Endowed Lead Clinical Nursing Faculty position to expand program enrollment and support student success.

The development of a certificate in medical assisting is planned for the allied health program.

#### A. Student Transformation

With the hire of a full-time simulation lab coordinator in fall 2023, the ADN program was able to include an increased number of simulation learning experiences for the nursing students. During simulation, nursing students can practice their assessment, decision-making, and communication skills in a safe and controlled environment which bridged the gap between theory and practice.

#### B. Operational Excellence

Both the ADN program and the RN to BSN program have followed nursing program accreditation standards and regulations to ensure the both programs meet or exceed the required quality benchmarks.

The ADN program has been able to track employment placement rates for graduates. The 2022 graduating cohort has been 83.33% successful in obtaining employment as an RN.

Both the ADN program and the BSN program have formed collaborative relationships with clinical sites, healthcare organizations, and community stakeholders to provide diverse learning opportunities, facilitate student placements, and foster community engagement.

The ADN program provides comprehensive student support services, including academic support from a success coach and tutoring from nursing faculty members to ensure students have the necessary resources and support to succeed in the program.

Generous financially-supported continuous professional development opportunities for both full-time and adjunct nursing faculty are available, enabling faculty to stay updated with the latest teaching methods, technologies, and healthcare practices.

## Department of Technical– Branch Community College

Chair responsible for this report: Dr. Frank Loera

### I. Annual summary of activities

During this period, arrangements were made to teach at Pojoaque Valley High School, Espanola Valley High School, Coronado High School, Jemez Valley High School, and McCurdy Charter School throughout the 2022/23 fall and spring semesters. Due to increased activity, a 0.5 FTE Lab Technician was authorized and hired. The activity also included delivering non-credit training for the State of New Mexico's adopted International Energy Efficiency Code under the Sustainable Education for Advanced Buildings program as a sub-award of the New Mexico Energy, Minerals and Natural Resources Department. Eight training sessions occurred this year, and 55 attendees received AIA and CID continuing education certificates.

The department also worked on a second New Mexico Energy, Minerals and Natural Resources Department sub-award for a Microgrid Engineering and Planning project along with the El Rito Electric service provider, Kit Carson Utilities. This project, called the Resilient El Rito (RER) project, will provide renewable energy day and night for the El Rito NM area and is called the Resilient El Rito (RER) project.

The department partnered with Continuing Education on the Ready New Mexico Grant. A non-credit welding camp is scheduled for the summer months of July and August. A non-credit Electrical Lineman camp was also planned and is scheduled for September 2023.

The department participated with the Northern New Mexico Regional Economic Development program and was sub-awarded funding for three positions: one for a trade faculty, one for health sciences faculty, and one adult education faculty coordinator. The initiative supports adult education students by integrating trade and/or health content with their curriculum.

The department continues with the Pipefitter Center of Excellence (PPCoE), funded by the ECMC foundation. The UA 412 Southwest Plumbing and Pipefitters Union partners and the department offer courses to apprentices in the state-sponsored apprenticeship program. Enrollment has increased from initial enrollment of 120 trainees to 150 trainees.

The Carl Perkins grant funding has allowed the department to purchase some equipment and supplies for the various location trades taught for the college. Nursing requested partial funding from this source to start a dual credit health sciences program and initially focus on one of our secondary district partners. This project is in place.

#### A. Student Transformation

During this period, the Electrical program referred three students to the IBEW 611 Inside wireman apprenticeship program. Six Jemez Valley dual credit students completed the CTE PED STARS

program of an introductory course, a concentrator course, and a completer course. Twenty-five dual credit students earned an OSHA 10 DOL certificate during this period. Mesa Vista High School students participated in a Metallurgy course in Spring 2023 at the El Rito campus. ARC Welding will be offered to them in fall 2023.

Apprenticeship students with the 412 Union who have completed their Plumbing content courses continue as an apprentice in either HVAC or Welding training offered by the 412 Union JATC to specialize in their skill level. One adult plumbing student graduated this period.

#### B. Operational Excellence

Terminating the transportation for dual credit students left the department with only a handful of students for instruction for two full-time faculty and a chair. The department rallied and met with High Schools and collaborated to transform areas at the high schools into suitable learning spaces to conduct lecture and lab courses, all with one month to get back the prior year's enrollment numbers. Personal trucks were utilized to transport supplies and equipment to the high schools and back into inventory at the El Rito campus to continue training for these students.

### II. Challenges

The department teaches at eight locations from Albuquerque, NM, to Gallina, NM, and points in between. Drive time can be up over hours one way; time that could have been allocated to other tasks and faculty are now over-extended. The department purchased a trade van through a private donation to help transport equipment and supplies. Two more department vehicles are required to keep this traveling program sustainable.

Traditional students have indicated a reluctance to continue traveling to the El Rito Campus from the Espanola and southern areas of the district. Space has been identified to utilize at the Espanola campus to build trade learning laboratories in the old facility building, but it needs repairs.

#### A. Student Transformation

The bulk of the trade concentration programs are with dual credit students anxious for employment, and they immediately apply for an apprenticeship position with a union partner out of high school, thus failing to complete their concentration pathway. While the college can recapture these students through ACE transfer credits and Plumbing Apprenticeship coursework required as a Plumbing apprentice, a period of inactivity can default to a non-completer status.

The Plumbing Apprenticeship program currently does not require students to register in a certificate or degree program, only in coursework. Students complete their coursework and need to complete the academic requirements for certificate completion. Instead, they are content completing the apprenticeship requirement of coursework and continue training at the job site until they reach the required time of experience to take the exam for a State Licensed Journeyman.

### B. Operational Excellence

The restroom in the Plumbing Pipefitter class and Lab area at the El Rito campus has yet to be operational since the program started in 2020. The equipment circuitry connections still need to be put in place for the welding equipment to go active in the fall of 2023 in the same building, and one heater in this lab has not been repaired since it was reported last year. Faculty and students are repairing the water line to the restroom as a learning project and have to walk to the Hazmat Research building to use the bathroom at the other end of the campus.

Department equipment and supply vendors are refusing to fill purchase orders due to late payments from our business office. This challenge has us looking for other vendors, re-ordering, and processing. Payments were not made on at least two occasions, funding grants closed, and the department scrambled to find other sources of funds to pay for the equipment. We have lost tens of thousands due to this issue. These circumstances hinder operational excellence for our department.

### C. Budget requirement to address challenges

Two additional Vehicles: \$120,000 /Bring 0.5 lab tech to 1.0 FTE-\$30000 / Grant Coordinator to Workforce Coordinator-\$85000 (funding for Grant Coordinator expires June 30, 2024).

Administrative assistant: \$60000 (Branch Office Manager to take over purchasing, paying invoices, create grant budgets)/ Espanola Campus Old Facility Building Repairs-\$250000  
 $\$120000 + \$30000 + \$85000 + \$60000 + \$250000 = \$545,000$  total.

### III. Future Projects

Future projects will be geared towards skilled trades in the credit-bearing programs. Carpentry or Construction pathways and Heating, Ventilation, and Air Conditioning (HVAC) are being considered. Additional credit welding courses will be considered.

### A. Student Transformation

Technical Trades has recruited seven students to date from non-credit offerings. Tying in a noncredit workforce training department with trades benefits both the Trades and CE departments. For the Plumbing students, retention is mainly by the Plumbers Apprenticeship Pathway (PLAP) that is required for apprentices. The PLAP pathway has apprentices taking NNMC plumbing courses in the evening, so they remain our students. In the Electrical program, students leaving for the IBEW 611 apprenticeship program can receive college credit through the American Council on Education (ACE), which offers students pursuing higher education a flexible and portable transfer of credits. NNMC may need to become registered as an ACE college to transfer credits to the Electrical Apprentices so they may complete their certificate or degree program.

Students entering the trades receive an OSHA 10 for construction DOL card to meet an industry

credential requirement. Per New Mexico's regulating and licensing bureau, fifty percent of clock hours of a degree or certificate completed from an accredited institution can be credited to the industry experience time required to sit for a journeyman licensing exam. Therefore, a trade degree or certificate is also an industry credential.

#### B. Operational Excellence

Operational excellence is always a goal for the trade department. With full college support from instructional supporting departments and budget request fulfillment, department excellence can be achieved for the only department currently in the branch community college.

The new incoming welding faculty position brings the department to 3 FTE faculty, a Chair, and 2.5 staff members. The past year was a lot of scrambling to meet student needs and enrollment goals in our remote locations and district high schools. Remaining on one course for a period of time with dedicated facilities will also aid in operational excellence.

# Academic Support Services

## Assessment & Accreditation

Director responsible for this report: Courtney Bruch

### I. Annual summary of activities

#### A. Student Transformation

Accreditation: The department worked with the AHS and BCES departments to complete an application to offer affiliated degree programs and certificates in an accelerated, eight-week term length as an additional alternative to the current sixteen-week term length. The HLC accepted the application in January of 2023.

Assessment: The department served as the Chairperson for both the CLAS and CCAC Committees. The department scheduled two days, one in Fall (10.12.22) and one in Spring (2.13.23), of faculty-focused assessment activities. In this role, the department secured a Fall faculty workshop via Quality Matters entitled “Connecting Learning Objectives and Assessments” to emphasize alignment between varied assessments that are supportive of the learning objectives or competencies. In the Spring, the department worked with a Student Success Academy Team member to host Dr. Drew Koch from the Gardner Institute to discuss common issues in Gateway courses. The CLAS Committee chair also finalized the CLAS 2022 Student Learning Outcome Report. In terms of co-curricular assessment, the department chair reinstated a co-curricular assessment committee (CCAC) in January. The CCAC was charged with writing a committee charter and plan and performing some assessment activities for the year. The CCAC submitted a co-curricular assessment report to the Provost detailing committee work for the year.

#### B. Operational Excellence

Accreditation and Compliance: The department worked with relevant department chairs, the state NC-SARA Coordinator, the Provost, and legal counsel to ensure professional licensure disclosures were accurately reflected on the website and to maintain the college’s participation with NC-SARA. As a result of changes required by HLC and HED the department worked with a number of internal stakeholders to create a transfer policy and display articulation agreements appropriately on the website. The department also worked to ensure HLC was notified of new certificates and programs with a change of 25% or more. New certificates were submitted with CIP codes to the HED.

Assessment: The department was closely involved with the HLC Student Success Academy as part of the Quality Initiative requirement. This included scheduling local team meetings, serving as a liaison between the local team and HLC mentors, and conducting activities necessary to advance work on the quality initiative. The department also worked closely with the Office of the Provost and Institutional Research to further clarify and evolve aspects of academic departmental Program

Review. Results of this work include moving the reviews to Watermark's Planning & Self Study, a drafted and revised rubric that reflects review prompts and requirements, and a revised schedule.

## II. Challenges

### A. Student Transformation

Assessment: Keeping up-to-date with upgrades in Watermark's Planning & Self Study proves to add challenges to enter data in a timely manner. Part of the difficulty is related to our inability to integrate the product with Banner.

### B. Operational Excellence

Accreditation and Compliance: Cleaning up discrepancies from confusion about campus locations was a challenge presented this year. And, navigating the changing landscape of NC-SARA requirements proved difficult.

### C. Budget requirement to address challenges

A full-time or fully dedicated database administrator who understands Banner and can implement and integrate products accordingly is needed.

## III. Future Projects

### A. Student Transformation

Accreditation: The department will be working with Technical Trades to apply to the HLC for Espanola Valley High School recognition as an additional location.

Assessment: This year, Co-Curricular assessment efforts will center on Campus Community and the department will be working with NSO, Upward Bond, and CAMP to create student learning outcomes and garner assessment results. Cocurricular departments working to close the loop on previous assessment efforts include leadership with student life, lifelong learning with career services, and marketing with the food pantry. General Education assessment will be formulating improvement strategies related to Information & Digital Learning as well as Personal & Social Responsibility. Strategy implementation related to Communication and Qualitative Reasoning will be taking place and the group will be closing the loop and assessing Critical Thinking again. The department will be working with individual academic departments to ensure assessment plans and reports are entered into Watermark.

### B. Operational Excellence

Accreditation and Compliance: The department will begin to identify any areas for improvement related to the HLC Assumed Practices.

Assessment: The department will continue to work on getting course assessment results to ingest from Blackboard into Watermark's Planning & Self Study.

## Distance Education

Director responsible for this report: Dr. Dan Lim

### I. Annual summary of activities

The 2022-2023 academic began in August 2022 with a new Blackboard administrator, Alejandro Hernandez, who quickly got faculty and students into a good start. He hired a group of five Eagle techs who provided tier 1 support to faculty and students on campus and online. The DE department hired two new instructional designers (IDs) who started work remotely in October 2022. The Director of DE met one-on-one with all department chairs and some willing faculty and got acquainted with their needs and concerns. In conjunction with all department chairs and selected faculty, the initiative to streamline the online teaching approval process was developed over a few months before the final draft was confirmed by the chairs and approved by the Provost.

Merging the previous three professional development courses, a new online teaching credentialing course was developed and launched in April 2023. Offered fully asynchronous to faculty and mentored by the IDs, the 5-module course enrolled eleven faculty, seven of which have completed. Eleven faculty were credentialed (through the old and new courses) to teach online from July 2022 to the present. Blackboard transition to Ultra consisted of two phases. Phase I Ultra Base Navigation was implemented smoothly right after Spring Break 2023. Phase II Ultra Course Conversion started during the Summer of 2023, and two courses were offered in Ultra. The Spring Series of Faculty Showcase was held on the last Tuesday of February, March, and April 2023 for both on-campus faculty and online faculty. Since Alejandro's position was not replaced, the Blackboard administration and support were absorbed into the workload of Matt Connell (technical and backend) and Victoria Nuss (faculty support). DE has started the process of establishing a Blended Online Teaching Approval protocol. After developing the preliminary draft, DE will be meeting in September with all eight departmental chairs and their selected faculty to solicit their input and feedback. After the two rounds of interacting with chairs, the draft with their sign-off will go to the Provost for further input and feedback in October. Once the input from the Provost is integrated into the final draft, it will be shared with all chairs and selected faculty.

#### A. Student Transformation

Alejandro Hernandez, the DE technology administration coordinator managed, maintained, and provided support of the Learning Management System (LMS), Blackboard for students and their instructors, resolving their technical and logistical issues. Furthermore, he installed and debugged integrations (Kaltura, Zoom, TEL Education) that have added functionalities to the LMS to ensure smooth integration and worked closely with various vendors to maintain continuing services and customer service. Through these partnerships, he ensured that NNMC stayed up to date with the latest advancements in technology. He also assessed and maintained the technological upgrades for Hybrid classes, and debugged the equipment when problems were reported.



The technology administration coordinator hired, trained, and supervised a new group of student technicians (Eagle Techs). Together, they administered the college's ticketing system, providing constant support to the instructors and student body. He participated in several projects, such as the upgrade to Blackboard Ultra, hosting the Faculty Showcases, assisting in the New Student Orientation, the development of a new NSO course, and customized access for staff within the LMS.

Matt Connell, the instructional designer for non-STEM programs, introduced, deployed, and integrated H5P within Blackboard. Providing interactivity and active learning, H5P has been utilized in several courses allowing students to interact with the learning contents. He and Victoria Nuss had provided support for faculty using H5P. Victoria has been making interactive enhancements to the Anatomy & Physiology I and II courses using H5P software. She also helped Student Life by working on a "Getting Around in Blackboard" module in the New Student Orientation course while Matt helped develop the college-wide and Nursing-specific New Student ensuring a smooth transition for incoming students.

#### B. Operational Excellence

While Matt worked on the technical and backend of the Blackboard Ultra conversion, Victoria developed the frontend transition from Blackboard Learn to Blackboard Learn Ultra. They presented at a Faculty Showcase in February 2023 and focused mainly on the Ultra Base Navigation (UBN), which was Phase One of the switch to Ultra. Victoria also worked as the point-of-contact with the Marketing team to help spread awareness (specifically to students) on the LMS upgrade. She developed Ultra Course Template and helped convert existing courses from the Original Course View to the Ultra Course View. Matt assisted a chair in converting a course to the Ultra view while he built a course from scratch in Ultra.

Matt and Victoria have completed the Applying the Quality Matters Rubric training and the Peer Reviewer Course training offered by Quality Matters, allowing them to mentor faculty in terms of QM to help make sure their online courses are high quality and follow QM standards. Victoria helped tweak Northern New Mexico College's process to teach online and then helped present that process to various members of the institution. After completing the QM rubric update training, she began drafting best practices for teaching blended online (BOL) courses to prepare for creating the first draft of the process to teach BOL courses at NNMC. Victoria and Matt jointly developed the NNMC 1001, the new credentialing course, and had been actively mentoring faculty in the credentialing process. Matt had been supporting the Bridge Program, assisting with Blackboard enrollments and course management.

Candy Pugh, the quality assurance specialist, developed the new QM Pre-Review Checklist and Matrix, which provided instructors a guide for aligning with the QM standards, documenting the elements of the course for the reviewers. Course reviews were completed for Spring, Summer, and Fall in 2022, and reviews were planned and prioritized for Spring 2023 and beyond. Eleven instructors were credentialed to teach online from July 2022 to the present. For Summer and Fall

of 2022, 25 courses were reviewed, and 15 were approved. (The remaining ten courses contained unresolved elements from instructors.) Approximately ten courses have been approved for Spring 2023, with ten still in some stage of review and/or resolution.

## II. Challenges

Alejandro's departure left a void on campus in terms of hands-on support in the classroom. Analise from IT was concerned that students might not have anyone in-person to guide them in navigating Blackboard courses.

### A. Student Transformation

Some new students may need hand-holding in navigating technical access to Blackboard.

### B. Operational Excellence

With Matt absorbing Alejandro's Blackboard administration and technical areas, some instructional design work may be affected. It's important to assess and track this potential challenge and how it might affect course design in non-STEM programs.

### C. Budget requirement to address challenges

If online enrollments grow significantly, a full-time position may be necessary to scale the support of Blackboard for faculty and students. A 24/7 tier 1 support may be needed if a full-time position is not feasible.

## III. Future Projects

Over the next few months, the DE team is developing a Blended Online Teaching Approval process jointly with chairs and selected faculty. The project is expected to be completed by October or early November. A future project is to create an interactive/immersive Math course to help students with a weak foundation in basic Math. This course could be offered to new students, dual credit, or summer bridge programs. Since it's a fun course with a lot of hands-on interactivity and some VR elements, high school students may be drawn to NNMC, especially in the STEM areas.

### A. Student Transformation

Integrating more H5P active and interactive learning into Blackboard courses will help level the plain field for average and at-risk students. Students in general learn better if they could interact with the content, especially in visualizing some difficult content and self-assess what they have learned.

### B. Operational Excellence

The two-year timeline of Blackboard Ultra Course Conversion will be implemented thoughtfully and systematically through several semesters of course pilots and program conversion to Ultra. DE will meet regularly with chairs and faculty over the next six months to determine the scalability and timing of Ultra conversion for each department.



## Institutional Research

Director responsible for this report: Carmella Sanchez

### I. Annual summary of activities

Over the past year, the IR office has continued to produce annual reports, surveys, and internal data requests such as grants and program reviews (see IR webpage).

New projects include the National Student Clearinghouse PDP Project, the statewide Basic Needs Survey, and the Workday ERP Report Building. The IR office has also represented Academic Affairs at various events, including the LFC meetings in Silver City, the CUP Retreat in Santa Fe, and the Basic Needs Summits in October and May.

#### A. Student Transformation

The Postsecondary Data Partnership (PDP) offers comprehensive data, analysis, and visual aids to aid in understanding, improving, and communicating student progress, results, and fairness. The project required the extraction, preparation, and submission of specific data sets by the IR office. After several verifications and checks, the data was approved, and the results include interactive dashboards that make measuring outcomes easy. Powerful multivariable filtering tools enable deep analysis of disaggregated data, including age, race, gender, cohort term, and first-generation-student status. Benchmarking data is available for comparisons with peer institutions. Analysis-ready files allow for granular analysis and data comparisons with other data sets. Reporting is made simpler for education organizations and associations. National benchmarking reports are available to provide an understanding of national trends in post-secondary education, utilizing the power of PDP data and metrics. IR has participated in training and shared with the Student Success Academy.

The IR Office played a crucial role in the Statewide Basic Needs Survey, which began at UNM in October 2022. After the kick-off meeting, several Zoom meetings and planning sessions followed, with the college IR Director, Counseling and Student Support, Director of Student Life, Director of Assessment, and Director of Communications and Marketing all contributing towards the survey's administration in early Spring 2023. Results were presented to the statewide participants in May 2023, and data is being reviewed at the institution level to promote current efforts and facilitate future planning and grant writing.

#### B. Operational Excellence

As a member of the CHES Report Building Team, Instructional Research is actively supporting the implementation of the new ERP system. This team includes four Phase One institutions: CCC, CNM, SFCC, and NNMC. This team meets 3-4 hours a week to discuss assignments, ask questions, and receive training specific to report building. To ensure that the team is well-equipped for the task at hand, each report writer has invested over 20 hours in additional training.

Furthermore, IR continues to play a key role in various councils and groups, such as co-chairing the Council of University Presidents Accountability Work Group, serving on the HED Data Advisory Group, and providing information for the NMICC. We also respond to requests from various organizations, including NCES, IPRA, LFC, DFA, HED, and internal NNMC departments.

IR generates monthly reports for student enrollment and degree verification. These reports are securely uploaded via the National Student Clearinghouse FTP site. Also, IR supports the college's CLAS (Committee for Learning Assessment of Students) committee and facilitates data transfers for the CHEAD Data Compilation Committee. Additionally, IR works with the NNMC Communication and Marketing team to prepare enrollment data for Signal Vine (test messaging system) every week, with daily updates leading up to the census at the start of each Fall and Spring term. This information is securely uploaded to the MOVEit cloud for Signal Vine.

## II. Challenges

Currently, there are no immediate challenges.

## III. Future Projects

NNMC is implementing new software to gather and share student course evaluations. Furthermore, NNMC is participating in a research initiative called "Project ECHO (R): Implementing the Corequisite Developmental Education Model in Higher Education Institutions," identified as HRRC ID# 23-074. Additionally, IR will support the Basic Needs Survey follow-up, sponsored by Complete College America.

### A. Student Transformation

NNMC has decided to use a new student course evaluation software instead of using SurveyMonkey for collecting and reporting student course evaluations. Watermark will be implemented beginning in Fall 2023. This initiative is sponsored by the Title III Office and will require training to learn the new software. NNMC is also involved in a research project called "Implementing the Corequisite Developmental Education Model in Higher Education Institutions through Project ECHO(R); HRRC ID# 23-074." IR will support this project by providing diverse data sets and participating in monthly Zoom meetings with other colleges and universities. Additionally, IR will collaborate with the college's Food Pantry and Accreditation Department for the follow-up of the Basic Needs Survey sponsored by the CCA.

### B. Operational Excellence

The NNMC IR Office will move around existing software budgets to fund additional Tableau viewer licenses. This will not require additional funding but will require a BAR. Our original software budget was \$6,775 for a Survey Monkey Team License and a Tableau License with multiple users. After a year of the Team License, the IR office determined that the Team License was necessary for the office. Furthermore, the IR office discovered that viewer licenses would be beneficial for

sharing sensitive results or results about individual offices with small numbers. That said, the IR office will modify the package from 2 creator licenses and one explorer license to the following.

	<b>2022-23</b>		<b>2023-24</b>
Original SurveyMonkey	\$ 2,775.00	Current SurveyMonkey	\$ 600.00
Original Tableau License	\$ 4,000.00	Adjusted Tableau Budget	\$ 6,175.00
	\$ 6,775.00		\$ 6,775.00

The Tableau licenses will be distributed as follows.

<b>Tableau</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
Creator License (see below)	2.00	\$ 315.00	\$ 630.00
Explorer License (see below)	5.00	\$ 378.00	\$ 1,890.00
Viewer Licenses (see below)	25.00	\$ 135.00	\$ 3,375.00
			\$ 5,895.00

## Office of the Registrar

Director responsible for this report: Janice Baca

### I. Annual summary of activities

The Office of the Registrar had a commencement ceremony for 2023, which was very successful. There was roughly a total of 160 students who attended the ceremony. Students, staff, and faculty were able to attend to celebrate the success of our students. The Office of the Registrar has successfully implemented Course Dog. Course Dog is a program that will have all Academic Chairs complete their schedules independently with guidance. Tel Education was also a Pilot program that offered students online courses when instructors were unavailable. New policies have been introduced for transcript evaluations for incoming transfer students. Official and Unofficial transcripts we successfully accepted and adopted by the Board of Regents to increase our current prices to complete our implementation of degrees using Parchment.

#### A. Student Transformation

Part of the mission of the Office of the Registrar is to support student success and enrollment management. Communication has increased with two support staff. Communication outside the office is positive and improved during the transition from one team member to two. The registrar's office is still looking to hire a third team member.

#### B. Operational Excellence

Operational excellence has improved with hiring an Associate Registrar in October 2022 to assist with daily workload and to take over scheduling, which has improved workflow to run smoothly. The Registrar's office was approved to hire for an Enrollment Specialist position the previous year.

### II. Challenges

Registration and Banner system downtime have still continued to be an issue as students are led to believe they are still registered for the course in Blackboard and continue to do work online but they are not registered in Banner and visa-versa. As the Office of the Registrar gained a staff member, it has still been a slow process on transfer evaluations as the graduation process and day-to-day operations have taken priority alongside training for our new staff. The registrar's office is currently going live with using Course Dog. This will allow department chairs to have control to create and build their upcoming schedule. This will be affected for the Spring 2024 scheduled build and as well moving forward with future schedules.

#### A. Student Transformation

The transformation has improved by hiring an Associate Registrar in October 2022 to assist with daily workload and to take over scheduling, which has improved the office from one person to two. The Registrar's office has continued to work alongside other departments to provide successful service to students and faculty.

#### B. Operational Excellence

Communication is and continues to be a very important process for student success, in return, the Office of the Registrar has continued to answer students, staff, and faculty in a timely manner. Turnaround time is within 24 hours via email and same day via phone. All transcript processes are completed on a daily basis during working hours.

#### C. Budget requirement to address challenges

The Office of the Registrar is in need of a Transcript/Curriculum Evaluator to assist with transfer students and Degree Works. Once completed, it will be another staff member that will be filled. This position will stabilize the workflow for incoming transfer students, and it will also keep our curriculum current for HED purposes. The Registrar's Office is wanting to provide this hire at \$45,000 at a salary base.

Additional funding of \$10,000 would be necessary for professional development and attending NMACARO (New Mexico Association Committee for Admissions and Registrars Offices) and RMACARO (Rocky Mountain Association Committee for Admissions and Registrars Offices) conferences during the annual summit. The funding will also be used to cover professional gear for these trips.

### III. Future Projects

The Registrar's Office will be working on implementing Parchment with diplomas. This will provide students with paper as well as digital formats of their degree(s). Our current system, Diplomas on Demand, is on the end of the life cycle and due to terminate in December 2023. Office of the Registrar will no longer send information out to students regarding diplomas. Parchment will take over sending and processing information for students.

#### A. Student Transformation

Registration, retention, and graduation are college-wide goals that require a coordinated effort. Continuing communication on a semester basis to students and faculty regarding final grades, commencement, degrees, FERPA, transcript requests, evaluations, and graduation applications. To provide Banner and Degree Works training will be sent out as needed upon request.

#### B. Operation Excellence

We have hired and retained a successful team here within the office of the registrar. With the success of a new team, we can provide a successful amount of support for our students and faculty.



## Student Affairs

### Admissions & Recruitment Office

Director responsible for this report: Emma Hashman

#### I. Annual summary of activities

Overall, the 2022-2023 year was successful in Admissions and Recruitment. The department had ups and downs, but in the end, enrollment was up across all three semesters.

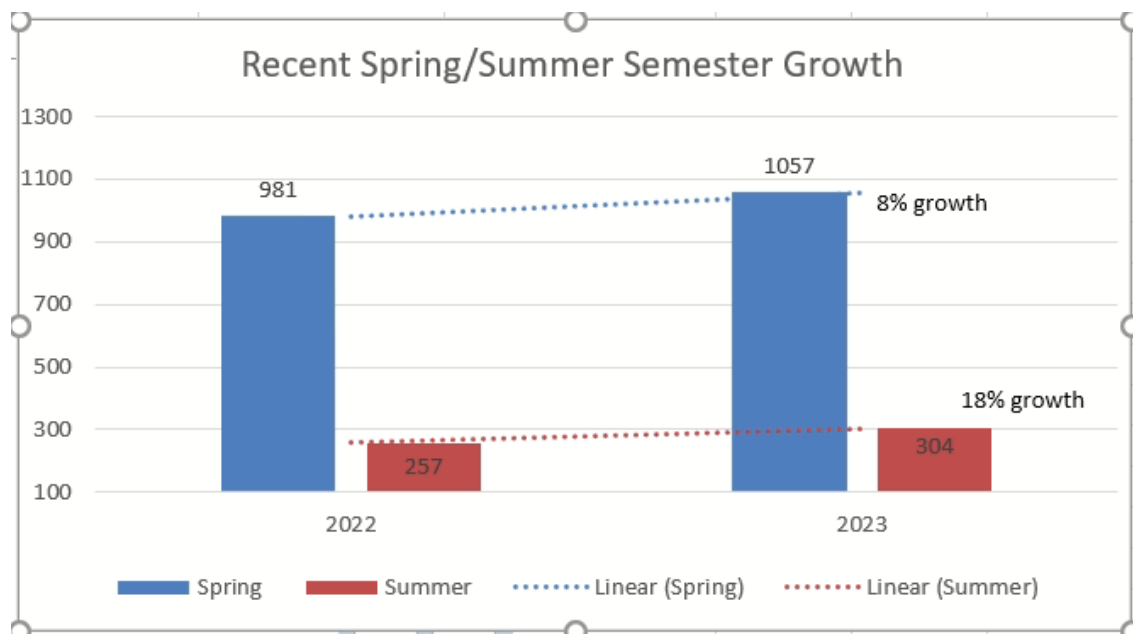


Table 1: Student Enrollment by Fall Semester for Academic Years 2017-2022

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5 year growth
Northern New Mexico College	1115	1098	1112	1161	1138	1154	3.3%

Source: "Fall Headcount Enrollment Data" from eDEAR data submitted by each higher education Institution at the end of each academic semester.

#### A. Student Transformation

Admissions most significant initiative to increase student success and student experience was the establishment of the Dual Credit Center through the Title V, El Centro Grant. The Dual Credit

Center staff comprises a Director, Outreach Specialist, and Admin/Data Coordinator. Peer mentors and tutors will also be a part of the center staff and will be dedicated to assisting Dual Credit students on a one-to-one basis. Focusing on six of the surrounding school districts, the Center will be dedicated to streamlining dual credit processes with the intention of not only increasing dual credit enrollment but also the pathway from high school to college.

Programmatic Initiatives to help transform the Dual Credit student experience:

Dual Credit Student Orientation is designed to provide valuable information for first-time Dual Credit students. This initiative will allow students to get familiar with their student accounts, expose them to Dual Credit Center and campus resources, receive valuable guidance and advice, and help ease them into the college student experience.

Dual Credit Peer Mentorship will help enhance the Dual Credit experience for first-time and returning Dual Credit students. Peer Mentors will be available to provide guidance, encouragement, and opportunities for collaboration as Dual Credit students learn to navigate their college courses. The initial goals of peer mentorship are to help foster a sense of community and provide much-needed support during transitioning from a high school student to a college-going student.

#### B. Operational Excellence

Admissions worked diligently this year to increase operational excellence. They did this through digitizing student files and transcripts. Throughout the summer, Admissions staff worked on scanning and digitizing student academic records and placing them into a secure digital drive. This allowed file sharing with stakeholders such as the Office of the Registrar, Department Chairs, and faculty advisors. Increasing access to student files allows stakeholders to access relevant information about students and, therefore, decreases the need for a student to be shuffled around to different offices. In addition, Admissions created a drive to house transcripts during the application process. This has decreased the need to contact Admissions by Advisement and faculty because they now have access to transcripts immediately for advising purposes.

## II. Challenges

#### A. Student Transformation

Student success and student experience continue to be a challenge at Northern. With very decentralized processes and a lack of cross-training, students tend to get lost and confused about who or where to go for services. As we continue to develop and implement the One-Stop, this should alleviate a lot of the confusing for prospective and current students.

#### B. Operational Excellence

Admissions continues to have issues finding quality candidates for positions and retaining staff, especially in the recruitment area. Without quality, dedicated staff in this area, it makes it difficult to effectively recruit prospective students and develop relationships with area school districts.

Currently, Admissions has one recruiter and is looking to hire both a high school and transfer recruiter. Without these positions, it makes it challenging to cover all our territories and give quality customer service to students as they make their way through the admissions funnel.

#### C. Budget requirement to address challenges

- Increased recruiter salaries: In order to be competitive in the marketplace and retain quality recruiters, Admissions needs to increase Recruiter salaries to \$45,000. This would require an increase of \$20,000 in our budget.
- Admissions needs to be on a level playing field with other major colleges in the state, which requires resources like swag items and professional clothing with Northern logos. Admissions requests an additional \$10,000 for the purchase of these items.
- Professional development of staff in Admissions and Recruitment is very important. The department needs to stay relevant and up-to-date with recruitment trends and strategies. Going to professional development events and conferences will allow staff to not only be better trained, but help them be more innovative in the field. Admissions is asking for \$10,000 in professional development funds.

Overall, Admissions requests \$40,000 in additional budget in order to operate at the level we need to compete in the state and provide excellent customer service in Northern New Mexico.

### III. Future Projects

#### A. Student Transformation

Dual Credit Center staff will collaborate with school districts and their school boards to establish crosswalks to ensure NNMC dual credit courses can be offered for core high school academic credit.

#### B. Operational Excellence

Admissions is in the beginning stages of implementation of the new customer relationship management (CRM) system, Slate. This database will host the application and student communication throughout the admissions funnel. Within Slate, students will be able to real-time check their application status, upload documents, and receive drip communications throughout the process, which will guide them more clearly and efficiently to enrollment. This database will aid Admissions and Recruitment by decreasing manual processes, which will increase staff availability to give increase customer service to high-need students.

## Advisement and Student Success 2022-2023

Director responsible for this report: Dulce Marti

### I. Annual summary of activities

Overall, the 2022-2023 year was an accomplishment for the Advisement team and student advisees. The department increased enrollment with the test center through placements and testing, pushed an early registration campaign, increased attendance from the New Student Orientation from last year, and built a strong team. For enrollment purposes, the department went through early registration call campaigns in collaboration with faculty advisors and increased test-taking monthly. Recently, the department tested up to 100-150 students per month by testing Accuplacer, HiSET, CLEP, and other requests within our college.

After creating a solid team from last year, in August 2022, the department started with two full-time employees with two student workers; now, the department has four full-time employees and three student workers. The department created a student worker schedule that helps with the test center and the front desk. The department also created a walk-in system for advisors to assist students as they come in. The team has also grown within the professional development training and was privileged to attend the NACADA conference this past year. The department learned different methods for advising and team development growth opportunities. This is thanks to Title III for allowing this department to participate as advisors.

#### A. Student Transformation

Within the FTAC students that started with the advisement team last year, the team has kept a vital check-in process with each student and has communicated with them weekly on essential dates that are coming up. The team has also shifted from phone call advising to only in-person or Zoom options. This has given students the one-on-one experience of connecting with our students.

Early alerts have continued in recent years in collaboration with the CARE committee. The team has worked on sidelong student issues to help students overcome challenges academically, financially, and overall student health. They have also created a follow-up system with students after a referral to any resource on campus and counseling.

#### B. Operational Excellence

##### Faculty Training

During the Summer of 2023, the department has developed training resources and in-person and Zoom training for faculty advisors for both Banner 9 and Self-Serve Banner. This helped with the registration efforts for each department to do their registrations for students over thirty credit hours. They have also met one-on-one with faculty advisors that have needed more support with registrations and check-in with advisees coaching.

## II. Challenges

### A. Student Transformation

#### Staffing

##### Academic Advisor Salaries

One of the biggest challenges the department had this year was hiring a new academic advisor. With the salary forecasted for Academic Advisor position, the department had a difficulty finding a candidate that would accept this salary and find housing in Northern New Mexico was challenging. Secondly, individual promotions and salary increases for director were not granted within the team. The director wants employees to continue growing in their careers and aspirations within the group. Creating avenues for Promotion is critical for employee retention.

#### Early Alerts

##### Faculty Submitting Early Alerts on Time

One of the challenges the department has seen is faculty submitting early alerts on time for us to help the student overcome any challenges they may be facing or direct them to resources that could help support the student. If the CARE team receives an early alert early in the semester or as soon as a faculty member sees a red flag, the department can help serve the students immediately and create a plan that could help the student.

#### New Student Orientation (NSO)

##### Consistent Budget for New Student Orientation (NSO)

One of the biggest challenges the department has is not having a set budget and funding for New Student Orientation (NSO). This makes it challenging to order SWAG items on time and plan accurately for the orientation. This is one of the most important events of the semester, and having a budget can help the NSO committee with planning efforts.

#### Advising Office Planning NSO

The Advisement Department is currently in charge of the test center for Accuplacer test taking and all FTAC, Re-Admit, and transfer student registrations, as well as planning one of the most significant events of the year, NSO. The department recommends that Student Life leads NSO events instead of the Advisement Department. The advisement team has two of the most critical areas for registration and placement with student test taking. This is the department's feedback from current team members and across-campus collaborators.

### B. Operational Excellence

#### Faculty Advising

##### Training and student response

During Fall 2022 and Spring 2023, we have had the challenge of getting all departments on board with meeting with the advisement department to ensure that all academic advisors and faculty advisors are on the same page for academic advising and registration efforts. The department noticed students coming to the office asking for help with registration because their faculty

advisors needed to be trained on Banner 9 and have not responded to the student emails. The advisement team realized this had to change and created the summer 2023 training for both Banner 9 and Self-Serve Banner. This will help with retention efforts moving forward.

### III. Future Projects

#### A. Student Transformation

Starting Fall 2023, the advisement department will meet with their list of advisees via the group advising method offered in person and via Zoom. This will create an FTAC 2023 Cohort model for student retention and connection amongst their peers. The advisement team hopes to collaborate with Student and Academic Affairs in these monthly group advising meetings. Examples of discussion items during the semesters for students:

- **September** first Tuesday of the month: Selecting a major and how to get involved in social groups on campus.
- **October:** Registration Preparation
- **November:** Study Tips
- **December:** Wellness Session with a focus on Mental Health. Partnering with Counseling Services
- **January:** Time Management
- **February:** Personal Finance
- **March:** Summer Internships
- **April:** Creating Healthy Boundaries
- **May:** Meditation Types

This new method will help create a community amongst the advisees and help them with questions and concerns they may have.

## Career Services Office

Coordinator responsible for this report: Sara McCormick

### I. Annual summary of activities

The NNM Career Services Office (CSO) hosted a number of events for the 2022-2023 academic year. These events included: two rapid hire events with N3B, one annual spring career fair in collaboration with NM Workforce Connections & EOC, six resume, cover letter, and interview skills workshops for students in CAMP, HEP, Upward Bound, as well as students in individual classes. In addition, the NNM CSO also facilitated and hosted GoEducate demos for local employers, LANL and NextGen Fellowship internship sessions for STEM students, and Presbyterian info sessions for medical track students.

The NNM CSO also hosted a Diplomat in Residence, from the U.S. Department of State. A presentation was given to students about internships, fellowships, and career pathways. Throughout the academic year, the NNM CSO coordinator also made contact with over 75 students, 20 staff members, and 30 local employers. Contact with students included both face-to-face appointments and virtual appointments. Topics covered included: resume and cover-letters, personal statements, assistance with job and internship applications, interview practice, and introductions to hiring managers, career assessment, and GoEducate registration. Contact with staff, included meetings with the Engineering, Nursing, FDMA, Business, Education, and other STEM departments. Topics included GoEducate demos, internships, and jobs specific to students in those departments. Meetings with local employers included discussion of internships, entry level jobs, career fairs, demos, and benefits of joining the GoEducate platform.

The NNM CSO also continued its efforts to sort through professional clothing donated to the Career Closet and establish policy and procedures for both donors and students. Finally, outreach efforts were made to facilitate career exploration and career readiness in the local middle schools. These partnerships will continue and planning is underway to continue to support career readiness both at the middle and high school levels. The NNM CSO also took part in the co-curricular assessment committee. These efforts continue to be ongoing.

### A. Student Transformation

The NNM CSO implemented a number of activities and practices to influence student success and student experience. These efforts included collaborating with the dual credit coordinator, first year advisors, Care team, and the SAP committee to identify those students who were undeclared/undecided about an academic degree, and a career pathway. The CSO coordinator made a number of one-on-one appointments to conduct career assessment and discussion that would help inform and guide students to their matched degree/career pathway. Both the GoEducate platform and NM Career Cluster Guide (NMPED) were used as tools to help with these efforts. Additionally, the NNM CSO coordinator made a concerted effort to collaborate with other student support services (Financial Aid, EOC, AE, Camp, HEP) to discuss the needs of students and

how best to support them. Activities included tabling, hands-on activities to promote career exploration, workshops, classroom presentations, and presenting at orientations. Furthermore, the CSO has very recently collaborated with the FAO (Financial Aid Office) to assist students in work-study placements. Once students have checked their eligibility and received their work authorization form, they work with the CSO coordinator on their resume and cover-letter, and then are matched to a work-study position on campus. This has been a great way to encourage student engagement and introduce them to the many services and resources that the CSO offers to NNMC students.

#### B. Operational Excellence

After two years of successfully piloting and implementing the GoEducate platform, NNMC has recently signed a service contract with GoEducate. The GoEducate tool continues to be used to promote new employer partnerships, as it allows employers to post jobs, internships, apprenticeships, and events. It is also a useful tool for students who want to explore career and degree pathways, and also includes a self-guided resume builder. The NNMC team and the GoEducate team took part in the Northern New Mexico Work-Based Learning Summit, co-presenting on an expert panel. Additionally, two students who applied to internships through the GoEducate platform, were both selected to participate in the NextGen STEM Fellowship. NextGen STEM Fellowship, Inc. (NextGen) is a non-profit organization committed to enhancing equality in STEM (Science, Technology, Engineering and Math) education. NextGen partners with minority serving institutions to mentor promising undergraduate students in STEM fields. Through dedicated mentorship, work-based learning opportunities and personalized necessity grants the organization supports student retention, skill acquisition and degree completion in STEM majors. JGMS, one of the contract employers on Northern's GoEducate portal, initiated the NNMC partnership with NextGen. Finally, an MOU was initiated between the City of Espanola and the NNMC CSO, to expand on internship placements within the various departments of the City of Espanola. To date, 4 students have successfully been placed in the areas of waste management, truck driving (CDL), office administration, and city clean-up.

## II. Challenges

There continues to be a number of challenges in the CSO. Some of these have carried over from the pandemic. These include limited staffing (the CSO is a one-person office) and having to be reliant on work-study assistants every semester and the challenges and inconsistencies that brings when having to retrain students each term. There is also limited resources and funding for swag and office materials, and limited professional development opportunities. Challenges have also included figuring how to best facilitate workshops, meetings, and student appointments in person, hybrid, and remote. In addition, student and employer engagement on the GoEducate platform continues to be challenging.

#### A. Student Transformation



To date, there are 160 students who have registered and set up their free profiles on the GoEducate portal. Ideas for increasing registration and engagement include working with the Student Success team during new student orientations (taking place each semester) to register students during the IT session. Another idea is to include access to the GoEducate portal on Blackboard, as several classes continue to be offered online. There has been success with scholarship campaigns and virtual raffles and incentives (i.e. Amazon gift cards) to encourage student registration on the GoEducate platform. Additionally, a texting campaign on Signal Vine was implemented to increase student enrollment and engagement.

#### B. Operational Excellence

Although several efforts have been made with community and employer partners to introduce them to the benefits of joining the GoEducate platform, via demos, virtual and in person meetings, and presentations at career fairs, employer engagement continues to be a challenge. A main contributing factor to this is limited HR staffing and high turnover at many of these organizations. Additionally, many of these organizations may already be utilizing other hiring platforms like Indeed, LinkedIn, and Handshake.

#### C. Budget requirement to address challenges.

Consideration of additional staffing would be important for the success of the NNMC CSO. This would include a GoEducate-specific position that would assist with student outreach, new employer engagement and partnerships. Additionally, more funding opportunities for professional development opportunities, including NACE (National Association of Colleges and Employers) membership and attendance of their annual national conference.

### III. Future Projects

Ideas for further development and student success in the CSO include: increasing student internships, apprenticeship, job, and graduate opportunities. Expanding on partnerships with community and employer partners. Implementing best practices for tracking postsecondary and workforce outcomes. Collaborating with middle and high school students to implement career readiness.

#### A. Student Transformation

Expanding on the student internship and apprenticeship pipeline will be key in the success of Career Services. Programs that are similar to our RCT/Trades Union pipelines where students learn in the lab/classroom, work, and receive both their certificates and credentials (earn-while-you-learn) will also be critical to the success of the NNMC CSO. Additionally, engagement and collaboration with local area middle and high school students to focus on career readiness, utilize the GoEducate portal to explore degree and career pathways, take career assessment, build initial resumes, will also be very important in moving forward. Finally, including graduate fairs in conjunction with our career fairs, to give our students a variety of options post-graduation.

## B. Operational Excellence

It is important that the NNMC CSO continue to expand and cultivate its partnerships and MOUs in a variety of fields, that will benefit both the institution and student population of NNMC. This will include expanding and initiating partnerships with the national laboratories (LANL & Sandia), the tourism industry, casinos, spas and hotels, film commissions, space/tech/AI industries, renewable energy, and more! Finally, expanding on career assessment to continually improve on services, best practices, and needs assessments will also be critical to the institution's success.

GoEducate current student enrollment grew from 80 to 157 students in the last year

Counseling & Student Support Center  
Director responsible for this report: Jacqueline Ghion

I. Annual summary of activities

In FY 22/23, the Counseling and Student Support Center (CASSC) made large gains in increasing supportive services to students and developing a greater presence on campus through advertising and a more centralized and systemic approach to offering services.

A. Student Transformation

CASSC engaged in various activities to enhance students' experiences and mitigate barriers to personal and educational successes. CASSC continued to offer confidential and free mental health counseling services for enrolled students both in person and through remote platforms. CASSC also provided workshops over the course of the last year including QPR Suicide Prevention, Stress & Nutrition, and Emergency Preparedness. In the October of 2022, CASSC was able to re-open, re-vitalize, and re-brand the student pantry (The Pantry@Northern: La Despensa del Barrio). Over the course of less than a year, La Despensa del Barrio has expanded and enhanced the pantry operations. Offering in-person shopping, greater product options, and more student-focused shopping hours, La Despensa del Barrio had over 500 visits by student shoppers. CASSC also hosted an Opening House to celebrate the pantry and promote hunger awareness. This event had a great turnout with over 125 attendees, including staff, students, faculty, and community supporters. Grants awarded by NMHED and Swipe Out Hunger provided the financial resources to further the department and institutional goals of reducing college food insecurity. Additionally, partnerships with Free Flow NM and Natural Grocers allowed the Pantry to begin offering feminine hygiene products and nutritional supplements.

CASSC was also able to expand the coordination of support services to better assist students in meeting basic needs (i.e. housing, food, childcare, transportation, benefit enrollment, etc.) through the addition of two case management positions that assist with the navigation of resources. These positions were hired in late April 2023 and July 2023. Through a combined effort between CASSC, Institutional Research, and the Communications team, NNMC successfully participated in the Basic Needs Survey, which provided data to better understand the needs of the Northern community in comparison with state data.

B. Operational Excellence

CASSC concentrated efforts on achieving operational excellence in communications/marketing and the development of procedures to guide the provision of services based on best practices.

Partnering with the Communications and Marketing team, efforts were made to promote the "Counseling & Student Support Center" or "CASSC" which had previously not been named or regarded as a Center/Department. Labeling and organizing the services within CASSC was part of the greater initiative to create a presence and centralized hub for students to receive socio-

emotional supports in person and through web-based platforms. In addition to creating a more cohesive name for the services offered, a centralized physical space was acquired to offer all of the related services. CASSC and the Communications team worked on creating branded materials to market services (i.e., promotional flyers, trifolds, rack cards, etc.) and a focus was placed simultaneously on promoting the Pantry@Northern: La Despensa del Barrio, one of the student services offered through CASSC. Web-based resources for students/staff/faculty to gain access to mental health and social service information was generated. This process included creating a CASSC webpage with enhanced features and resources. CASSC also created social media sites (i.e. Facebook, Instagram).

CASSC made a number of improvements to pathways for students/staff/faculty to receive communications regarding services as well as options to seek support and make referrals. Centralized emails were generated for both CASSC and the Pantry service specifically and electronic pathways for students and staff to make referrals for services was created.

To increase both student and staff/faculty's awareness of services offered through CASSC, presentations were increased in the classroom settings and offered to staff/faculty at their regular occurring meetings. CASSC staff has also been available for consultation to support staff/faculty with understanding and addressing the socio-emotional needs of students. CASSC staff has also increased presence within committees to aid in identification of students who could benefit from services, taking a more proactive approach to these students to aid retention efforts.

## II. Challenges

The chief challenges facing CASSC over the academic year, have been limited staff, operating without a budget, environmental issues and complications resulting from the roll out of Workday. CASSC was operating for the majority of the academic year with 1.5 staff members.

### A. Student Transformation

Despite there being much success with centralizing the services under the new Counseling & Student Support Center, there has not been a budget provided to this department which ultimately impacts the services provided to students. The ability to offer workshops, various group activities, specialized services or even marketing around mental health has been significantly impacted by the lack of financial resources provided by NNMCC. Grants received for food security initiatives have allowed for the Pantry to remain operational and to thrive but this has not been the case for the mental health service side of CASSC. Simple items such as office supplies have been difficult to acquire which ultimately impact the work with students.

### B. Operational Excellence

CASSC services which are offered both in person and remotely, have been greatly impacted by the HVAC issues within the Teacher Education Center where CASSC is located. Since December of 2022, both heating and cooling to the second floor where offices are located has been inoperable.

During the coldest and hottest months, the conditions have been so uncomfortable that in person services were suspended. A large burden of the problem solving was placed on staff to navigate these challenges with little responsiveness, guidance and/or communication from facilities until very recently. In addition to being disruptive to the services offered by CASSC, it has had negative impact to staff morale.

Another challenge faced by CASSC is the lack of budget. The team is comprised of clinical professionals that are funded through various and separate grants. A lot of ingenuity and creative problem solving have occurred in order to create trauma informed spaces and meet student needs with zero budget provide to CASSC as a whole. Not having any funds to provide enrichment activities, workshops, and so forth have limited growth in the provision of mental health services. Lack of funding has also negatively impacted professional development opportunities for the licensed professionals within CASSC who are required to obtain CEUs to maintain licensure status to practice professionally. Grants received for food security initiatives have provided funding specifically for the Pantry which has allowed for that component of services operated by CASSC to remain open and thriving. Procurement and budget tracking within Workday have been difficult to navigate, time-intensive, and there is not enough support to aid in real time problem solving or process purchase requests. Ultimately, this has created delays and difficulties in spending the grant monies awarded and has shifted time away from student focused work and instead into navigating and learning a financial management software.

For the majority of FY 22/23, there were two vacant positions which have since been filled but had created obstacles in moving initiatives forward especially amongst the other challenges outlined.

#### C. Budget requirement to address challenges

The current CASSC annual budget is \$0.00.

The following budget requests will support CASSC initiatives and the ability to overcome the challenges outlined above:

1. Mental health programming = \$3,000 (i.e., psychoeducation, student workshops, guest speakers, partnership opportunities, special events, including mental health awareness week)
2. General supplies = \$1,500
3. Promotional budget = \$2,000 (for marketing materials including flyers and branded CASSC materials to support mental health awareness and de-stigmatization of mental health issues).
4. Professional development for CASSC staff = \$2,000

### III. Future Projects

Over the next year, the main objective is to increase student's use of CASSC services.

#### A. Student Transformation

CASSC aims to enhance visibility, improve campus awareness of mental health and basic needs, and increase students' utilization of support. Future projects include offering monthly workshops/groups, partnering with local mental health and social service providers, hosting large-scale events to connect students with supports and build awareness, and creating an environment that reflects connection and safety for students. Additionally, CASSC plans on continuing to expand the products, hours, and footprint of the La Despensa del Barrio which will include curbside pickup and additional space for inventory on campus. Based on well-established and evidenced based research, increasing awareness and pathways to counseling and social service support for students will have a direct correlation to improved well-being, academic success and retention. If students are emotionally fit, nourished and have their basic needs met, the probability for educational success increases.

Additionally, offering the staff of CASSC professional development opportunities will be a priority this year. As an educational institution, investment into our staff and their professional goals is instrumental in career satisfaction, reduction in turnover and equips staff with tools to meet the growing and changing needs of our students. Furthermore, the credentials and qualifications required to provide particular services within CASSC are specialized. The state of New Mexico mandates particular hours of educational focus in order to remain in good professional standings to deliver services which further validates the need for this to be a prioritized goal and item line in the budget.

#### B. Operational Excellence

These projects will improve retention, personal/professional growth and personal well-being of both faculty and students.

Dean of Students and Ombudsman  
Responsible for this report: Don Appiarius, EdD

## I. Annual summary of activities

As this was a new position that was a part of the prior AVP, the lack of supervision permitted time to “go deep” into these functional areas. New policies, along with practices or protocols were developed for the Office of the Dean of Students, along with Title IX. Given the prior oversight of Student Life, both Student Senate and the Student Life Coordinator asked for consistent support and advice. Additionally, for approximately the past 6 months, this position was supplemented with direct oversight of Accessibility Services. Given that there were significant gaps in that functional area, a number of changes in processes and procedures were implemented in that area, too. With the entrance of the new Chief of Staff, this position was also tapped to lead investigations into concerns or allegations against professional staff. Finally, given the addition of the Ombuds role added formally to the title, this position again engaged in “at large” mediation on behalf of the institution. In addition, and as amplification to the narrative above, the following activities were initiated and finalized.

New Policies were developed to address Anti-Hazing and Threat Management/Duty to Report.

In the area of Threat Assessment, an intense half-day training was provided in addition to the semi-annual training at Convocations. A full Table Top exercise was conducted to assess a potential student of concern, and subject matter expertise was provided to AJ Pacheco who is a staffer for the

Student Conduct saw a Hearing Panel Training Handbook developed so a hearing panel could be convened to hear either new cases or serve as an appellate board. Additionally, the Student Code of Conduct to comply with forthcoming DOE Guidance on Title IX.

Investigations were conducted on behalf of Human Resources and included on a CAMP student worker as well as the former Head Women’s Basketball Coach. Both investigations yielded compelling outcomes, which allowed appropriate action to be taken. Similarly, mediations were conducted on behalf of Nursing with a student who was struggling in class and blaming the instructor while also being hostile to the administration. A mediation was also conducted with the returning players of the women’s basketball team who wanted to file a Title IX case (but there was no standing) due to lack of equal treatment with the men’s team. The complaint did not meet the threshold of a Title IX violation, but the concern was successfully addressed using mediation.

In Student Life, a number of activities were initiated, most of which involved the Student Senate. A new Clubs and Orgs Handbook was developed and finalized. Additionally, the Student Senate Constitution was overhauled and extensively updated. Training Materials were developed for the

Student Senate in lobbying etiquette and techniques. Additionally, Leadership Training was provided to the officers involving a Case Study. Finally, ongoing mentoring was provided for Officers as well again, as well as for the new Coordinator/Advisor, while serving as an ex officio advisor at the request of both the President and Advisor

#### A. Student Transformation

A new “turn-around” course was implemented with students who had been placed on academic suspension for both fall and spring semesters. While focus group feedback was very positive, the course has seen limited objective success. Two clear challenges to the course include its virtual delivery and an accompanying lack of “teeth” to compel performance. Feedback has been consistent that this training is far less effective when delivered through an online modality, according to highly accomplished master trainers based in the US, Europe, and Israel. Additionally, it may be useful to instead apply this to students who initially are placed on academic probation.

#### B. Operational Excellence

A committee was established to make multiple recommendations regarding assistance for students who are placed on academic probation and suspension.

### II. Challenges

#### A. Student Transformation

The institution does not have a clear, thoughtful and multi-pronged plan to support student success and persistence. There are no clear provisions (or budget) to support an integrated student success model. This should include specific programs such as a “First Year Experience,” “Student Academic Success Intervention Model,” “Student Engagement Model” and a “Student Support Model.” Once these programs were fleshed out, grants and other funding mechanisms should be procured to enact the findings.

#### B. Operational Excellence

Challenges inherent to operational success include a lack of infrastructure, along with a tolerance for practices that are not based on best practices.

### III. Future Projects

Since this position (in its current iteration) will end on September 30, there are no projects that are currently underway and will not be completed by September 30. The only exception is that the Chief of Staff has asked that the Student Code of Conduct be updated to address student employee accountability.

#### A. Student Transformation

As noted, a Strategic Plan that includes key programmatic initiatives into a well-developed and comprehensive group of initiatives to address all aspects of student development and success.



## Financial Aid Office

Director responsible for this report: Kathy Levine

### I. Annual summary of activities

#### A. Student Transformation

The Financial Aid Office performs and provides services to students that are critical to the college's overall enrollment. The College Navigator reports that in 2021-2022, 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 2022-2023 academic year, the Financial Aid Office received 1,276 unduplicated Free Applications for Federal Student Aid (FAFSA). The Financial Aid Office processed 78 Federal Student Loans and 595 Federal Pell Grants. This equates to over \$3.7 million in federal aid. In total, the Financial Aid Office processed \$6,976,577 in aid from all funding sources.

With increased student outreach, FAFSA events, and other activities for the 2023-2024 year, FAFSA applications are up 15%, and Pell-eligible students have increased by 10%. This is a positive trend and will contribute to enrollment growth and student success.

#### B. Operational Excellence

Before the violent incidents in our office, the staff was making great strides in streamlining and updating our processes and student forms. Our goal was to make forms more accessible for the student to understand, provide more transparency in how aid is processed, and get the aid onto the students account faster. The safety issues causing staff to leave, coupled with an outdated and inefficient computer system, have stopped most progress. In March of 2023, I was able to bring on a remote interim staff person through an agency called College Aid Services. This individual has been able to assist in getting the system to work better and bring us into compliance with several programs.

### II. Challenges

#### A. Student Transformation

We continue to struggle with the lack of IT and Banner assistance. This is an issue reported here for the past several years, and it has not yet been addressed or resolved. If we cannot start to make the financial aid process smoother, faster, and more transparent for the students, enrollment will suffer. The NM State aid programs are incredibly challenging and difficult to manage. It is a completely manual process, which takes hundreds of man-hours to administer. The Federal Aid program is going through the biggest overhaul and change since its inception. These changes have not yet been communicated to the students because of the lack of support given to the Financial Aid Office.

#### B. Operational Excellence

I am incredibly concerned for the institution's health, our compliance, and the negative impact on our students because of the lack of support and assistance for the Financial Aid office. The changes that are about to happen in the federal aid program are monumental. On May 16, I addressed executive team members, including the Chief Financial Officer, Chief Informational Office, and Provost, yet there has been no support. I have had no permanent full-time staff since the end of May, and all functions of the aid office have fallen to me. Since July 20, 2023, I have worked seven days a week, 10 hours a day, to ensure the students had their aid for the fall semester. At the May 16 meeting, I requested an RFP to bring in a consultant to assist with the system and compliance issues we are currently dealing with and address the upcoming federal program changes. In meetings with Accounts Payable in May, I was told that RFP would be fast-tracked and completed in 30 days, yet it was constantly delayed. I finally received the results on August 8, during the busiest weeks of the year. I am overwhelmed trying to make the fall start and have no time to get this back on track. This will further delay any selection of a consulting agency, and we will be unprepared for the changes in federal aid, out of compliance, and our students will be severely negatively impacted.

#### C. Budget requirement to address challenges

I am requesting \$175,000 be added to my budget to cover the cost of a consulting agency to address the issues above. The cost of the consultant from the RFP will be approximately \$350,000. I will cover much of this with salary from vacant positions which I will not fill. It is critical to this institution and our students that we get financial aid to a place that is compliant and has the ability to do the basic functions of the office. Failure to do this will result in monetary fines and penalties, possible loss of aid programs, increased restrictions and monitoring, and loss of enrollment.

### III. Future Projects

#### A. Student Transformation

The future for the Financial Aid office must focus on the coming changes to the federal aid program. Our students depend on the Federal Pell Grant, Federal Loans, Federal Work Study, and other federal programs. Without these programs, students will not be able to attend this college.

#### B. Operational Excellence

There can be no operation excellence without significant IT and Banner assistance, which will require financial support from the institution.

## Student Life

Coordinator responsible for this report: Bruno Guedes

### I. Annual summary of activities

#### A. Student Transformation

The office planned and executed more than 20 student-focused activities/events throughout the year while working closely with the College's student leadership and collaborating with them on several other activities. By focusing on activities that would attract students, the office was also able to tie educational/informational topics to them. Student Life collaborated with other departments on the planning and execution of events that impacted student success in the institution as a whole. It organized the first Student Leadership Awards Ceremony that recognized students that strived to be part of student life and demonstrated excellent leadership skills. The office wrote and implemented a student clubs and organizations handbook that contains all the information that students need in order to start, run, and maintain a successful club or organization.

Student Life developed partnerships with organizations in the community, such as Moving Arts, Espanola Humane Animal Shelter, and Northern New Mexico Regional Art Center. The office organized and offered volunteering to students, staff, and faculty. These partnerships also helped to shape the positive image of the College in the community.

#### B. Operational Excellence

The Student Life Office built a great relationship with students that ultimately impacted communication with them. Students were encouraged to reach out if they had any concerns, complaints, and/or feedback. The Student Senate's social media was used to reach students and the general community. The office created a list of students that were most interested in events/activities and kept in contact with them through email. In the Fall semester, the office worked with the Communications and Marketing department on implementing a weekly activities broadcast that was shared with the students, staff, and faculty.

Student Life also built great relationships with other departments and collaborated with them on different projects, such as the Food Pantry Open House (CASSC) and the Breast Cancer Awareness Event (SNA/Nursing). A student activities committee was created by the office in order to increase collaboration between departments and share information about student activities and student involvement.

### II. Challenges

#### A. Student Transformation

There are several challenges related to offering activities and events to students. Student Life was not able to host more complex activities this year due to budget constraints and student presence

on campus. Even though the student participation in activities was good, the office believes that we weren't able to reach our full potential since most students tend not to stay on campus for a long period of time. The students that were more present on campus were the same students that attended most of our events and were more involved in other Student Life activities, such as student leadership, clubs/orgs participation, and volunteering.

#### B. Operational Excellence

Communication and engagement of students is a big challenge to the Student Life office, especially with students that are fully online as they seem to be disconnected from the campus. The office also believes that communication between departments is a challenge because many departments plan different activities/events and these plans are not communicated, causing an overlap in dates/times of activities and a lack of support. Lastly, Student Life always receives recommendations of student activities but most of those come when there is no feasible time to plan and execute it. The office is always happy to accept recommendations but those need to be done in a better timeframe so they could be executed.

#### C. Budget requirement to address challenges

An overall increase in Student Life's budget of \$8,000 would help the office to work on more complex activities and projects for students. In addition, it would help the office to be able to also focus on the renewal of the student activities center in order to offer a newer and better space to students.

### III. Future Projects

#### A. Student Transformation

The office will keep planning events that bring students together on campus while seeking opportunities to organize bigger and more complex activities that include well-known speakers and artists. The plan is also to provide more professional and leadership development opportunities to the student leaders, including participation in national conferences, and increase the number of student senators year after year. Student Life will keep supporting the active student clubs on campus while encouraging students to start their own clubs by streamlining this process and guiding them through it.

The office will work on increasing its community connections and partnerships in order to establish a student volunteering program that can offer volunteering opportunities regularly in the community. It also hopes to bring community events to campus through these established partnerships.

#### B. Operational Excellence

Student Life will strive to find the best way to communicate with the in-person and online students with the goal of getting more students involved in activities and creating a greater community. It

will also seek opportunities to support other departments with their activities and events and to organize and establish a calendar of on-campus and online student activities.

## Special Educational Programs

### Adult Education and Continuing Education

Director responsible for this report: Cecilia Romero

#### I. Annual summary of activities

##### A. Student Transformation

The following classes have remained at an increase in the department: Heritage Arts, Welding – Welding Camp, Basic CDL Training, woodworking, weaving, four harnesses, and online classes have increased. We continue to participate in Ed2Go, Mind Edge, and Career Step. 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. Credit / No Credit policies are being implemented, giving Adult Education Students the option to enroll in dual credit courses, Continuing Education has calibrated with the Adult Education Department in offering free welding, Basic CDL Training, and Lineman courses to all AE Students who are actively participating in class. CE/AE Students will receive a certificate of completion after completing the course.

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 limiting the acceptance of donated equipment to ensure the equipment is viable and beneficial for instruction. AE Students who took advantage of the free lineman, welding, and Basic CDL courses obtained a certificate of completion and were eligible to sign up through the Local Unions.

##### B. Operational Excellence

The department will hold regular meetings with Continuing Education Instructors and AE staff/instructors. College-wide announcements through email, Facebook, local radio stations (KDCE), and phone. Flyers are created and distributed throughout the community and local businesses. Staff maintains a regular schedule that communicates office hours.

Continuing Education Department participates in college-wide meetings/committees and college-broad activities. Our department participates in early registration to avoid an overload of students all at once. Continuing Education faculty will continue to support/host college and community events. This requires ongoing support of effective communication with all departments and programs 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.

#### II. Challenges

#### A. Student Transformation

The Continuing Education department continues to work diligently to address the unique challenges of significantly smaller numbers of program offerings this year. The challenge we faced was to allow paid students to retain their spots in their courses. An example was when students were asked to quarantine during the pandemic, which did not allow them to continue their hands-on courses. COVID-19 restrictions at AE and NNMC prevented participants/employees from enrolling in in-person courses. Because of procedures and policy changes, a volunteer system was implemented by Northern NM College.

The Continuing Education department continues to be challenged by limited facility resources. If the current growth continues, Continuing Education will likely require the addition of one more full-time faculty to adaptively provide for student support. A strategic plan to cure this would be for Distance Education to develop a general audio/video training module accessible to NNMC staff, faculty, students, online 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, and how to contact an instructor are just some topics that should be included in this training module. For instructors and staff, aspects of signing in/out, posting assignments, posting grades, how to create certificates, and how to generate reports, again, are just some of what these audio/video training modules should include.

#### B. Operational Excellence

Continuing Education continues to be challenged to communicate accurately with students making their payments directly with the cashier. Continuing Education will continue to hold monthly/weekly meetings for instructors and regularly communicate college-wide announcements through email. When hiring instructors for 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 paychecks late. Months prior, CE staff was directed by Human Resources to include contract start/end dates 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.

Continuing Education department(s) seeks to serve the college and community 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.

#### C. Budget requirement to address challenges

Based on our current growth, the CE department anticipates needing at least one FT position. We are also anticipating the need for expansion of space equipment in 2023.

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 2-year contract. Continuing Education looks forward to drafting a new contract with LANL DET in the near future.

### III. Future Projects

#### A. Student Transformation

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 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 advertisements on social media platforms.



## College Assistance Migrant Program (CAMP)

Director responsible for this report: Stephanie Vigil-Roybal

### I. Annual summary of activities

It begins each year with a reflection of the previous year. CAMP holds high standards for staff and students with a friendly and safe environment, student-focused, supportive staff, cross-training, and flexible staff schedules.

The CAMP recruiter was full-time one semester (Fall 2021) and then part-time with HEP/CAMP from Spring 2022 – Spring 2023. Recruitment efforts began with recruitment fairs set up through the New Mexico Education Council. These college fairs are in the areas that NNMC serves. The high schools where CAMP recruitment visits and incorporates FAFSA nights are already being scheduled for the area high school. Yearly FAFSA opens up in October for the following year. During these events, the recruiter gets to talk to parents and students about CAMP, where the intake process is completed. On all correspondence to the high school counselors indicating this, flyers will also be sent to our community partners and Tribal Education Liaisons. The recruiter left the program in May 2023, and ten students transitioned, and applications were incomplete. This made it difficult for CAMP to meet our enrolment numbers for Fall 2023. The cross-training in CAMP staff is successful when new staff take over past positions. Another collaborative activity with the community is the make-up of our CAMP Advisory Board Committee, which participates yearly in the interview process for CAMP new student candidates who apply for the program. This 22/23 Cohort (30 students) was interviewed Summer of 2022. The CAMP Advisory Board Committee works 1:1 w/CAMP Director every quarter, shares their ideas about CAMP, and supports the Director with her Lead and Direction of the Program. CAMP completes One New Student Orientation in the Fall semester, three days, and One Student Continuation Orientation in the Spring semester, two days. The CAMP FYEX 1110 class is an essential activity for first-year college CAMP students. The course gives students consistency/structure, positive instruction/interaction, different perspectives from presenters, and an environment that builds unity, friendship, and internal support networks where students feel safe, respected, and willing to learn. The weekly CAMP FYEX course includes tutors and homework time before class begins. This has been very successful for the students because the tutors are available and ready to work with the students. Critical components of student participation activities are Monthly AP-Academic Progress Forms – where each student gets their grades from their instructors (in-person or online), Student Family Meetings (Monthly), an essential part of the connection of home and school, CAMP Advisor Meetings (Monthly) each student meets and discusses challenges and successes in their classes, CAMP Leader (mentor) weekly meetings w/students to keep them on track and support them with their experiences in CAMP, Counseling (Informal) Check-ins with Northern's Counseling Services 2x semester, Service Leadership Project within Northern and Espanola Valley Community, and if students are challenged with their classes after mid-terms grade check they are transitioned within CAMP to a "Student Success Plan" where they have

different academic requirements to complete within the remainder for the semester. Each semester, CAMP staff take students on fun interactive field trips. Traditionally yearly, we attend the HEP/CAMP Student Leadership Conference in Santa Fe (2.5-day event w/overnight). Students attend in-person workshops on leadership, networking, and social-emotional team-building activities. CAMP Students from 5-6 Universities from New Mexico, Arizona, Colorado, and Texas attend with their CAMP students. When CAMP students complete the program, there is a yearly celebration where families are welcomed to attend a luncheon w/Certificates presented and a fun activity afterward.

#### A. Student Transformation

CAMP depends on consistent and continuous programming and 1:1 personal communication with students. Continued projects we look forward to collaborating and expanding with this year: “La Despensa del Barrio” the food pantry. CAMP students will visit weekly on Fridays.

Also, our FYEX 1110 incorporates First Year College experience topics, Community Internships and/or mentor initiatives, STEM-initiated projects, Student Leader Internship Programs, Advisory Board Committees, and Native American Enterprises. CAMP Community Service Collaborative Projects: Community Garden Collaboration, Acequia’s of Northern Mexico, Los Alamos National

Grant Year	Yearly Budget	Incoming Students		Outgoing Students			CAMP Completers		CAMP College Graduates
		Fund ed to Serv e	Total Serve d	1 <sup>st</sup> Yr. Compl eters	Persist ers Returni ng Next Year	Continui ng Continui ng to Y2	GPRA 1 % of Completers	GPRA 2 % of Completers Continuing to Y2	Total CAMP College Graduates
2020-2021	\$424,982	30	31	16	12	16	84.21%	99%	23
*2021-2022 NEW Award	\$469,586	30	30	25	11	25	88%	92.86%	10
*2022-2023	\$468,204	30	30						

Laboratory, Espanola Public Schools, Espanola Chamber of Commerce, City of Espanola, Rio Arriba County, Community Businesses, HELP New Mexico, New Mexico Dept. of Workforce Solutions, and NNMC’s Community. Additional workshops are planned to cover time management for college students, adjustment issues of first-year students, and available college and community services beyond year one at NNMC.

## B. Operational Excellence

Preparation, flexibility, and hard work are the “keys” to staff and student success. Operational excellence is two work-study student positions that were assigned to CAMP. This has helped with productivity and staffing. Also, Professional Tutors (English, Math, Science) work with students weekly as they complete weekly Learning tables (homework time). CAMP Collaborates with the HEP Director and his team every five weeks to discuss topics of interest/concern, positive support, and reflection on goals and objectives. We work with the NNMC Behavioral Health & Counseling Team: Mr. Adan Baca, Ms. Jacqueline Ghion, and Natalya Backhaus. We continued encouraging all CAMP students to participate in two check-in sessions per semester w/Mr. Baca. This team participates in the CAMP Student Leader training in the summer, CAMP New Student Orientation, Fall 2023 and Spring 2024. CAMP will continue to follow through with its new CAMP Student Leader Internship Project, whose Lead is Stephanie McReynolds. CAMP will maintain strong communication and work cooperatively with NNMC departments, supporting each student’s success in college and careers. CAMP will Continue participating in NNMC Events, Community events, and activities, giving CAMP opportunities to practice leadership by example, an essential program component.

## II. Challenges

One of the challenges with CAMP (FY 23) was the learning process of the new business platform called “Workday,” which began in December 2022. It was a huge learning curve for all departments, including CAMP. There were training sessions, but “time” was needed to practice the processes and learn the new protocol for submission of PRs, Travel, Reimbursements, Pos, etc.

Another challenge was when received a letter on Carryover Projections for Grantees with Large Available Balances from the U.S. Department of Education’s (ED) ongoing monitoring of grantees, the Office of Migrant Education regularly assesses grantees’ drawdowns and available balances. We received the letter to seek additional information about our CAMP grant’s current available balance and anticipated carryover because the FY23 grant has been identified as having a large available balance. This means that if we have over 70 percent of your total project budget (to date) available with less than 90 days left in the current budget period. When a grantee has a large available balance (including carryover) with less than 90 days left in the current budget period, ED policies require a written explanation detailing how the grantee plans to use the unexpended funds.

In some cases, ED may recommend reducing the new funds awarded for the following budget period based on an analysis of available carryover and grantee needs. Another challenge was the conversion from the old to the new business platform ‘Workday’ was challenging, and the carryover funds' grant spending from the previous and current FY has been affected. There has been ongoing work since the system went live in January 2023. The crosswalk from the last system has been more problematic than anticipated. It disrupted the business process as bugs were worked out. Also, turnover in the business office contributed to the slowdown in processing. Also,

drawdowns were not performed regularly as scheduled due to the Workday mentioned above transition.

#### A. Student Transformation

To support student success through this process, CAMP will increase stipends to include a need for a more robust selection of supplies, increase student activities/travel and cost of living and salary increase for staff, hire additional mentorship staff, and All-in-One Computer Lab Additions.

#### B. Operational Excellence

The CAMP grants carryover balance from prior years' grant funds to the start of the current program year due to a 2016-2021 funding extension through Dec. 2022.

About Workday: Through this new process, CAMP learned that there were no paper approvals, only electronic. Document access is available, but it takes time to locate on Workday.

### III. Future Projects

Northern will be implementing a "One-Stop-Shop," and one of the areas that will affect CAMP Suite is the change of offices. The CAMP office will move to the "Financial Aid" office during this process.

#### A. Student Transformation

Collaboration effort with the "La Despensa del Barrio" Northern food pantry. We will bring our students to the location weekly to take home food and needed items. Another future CAMP project is called the CAMP Vertically-Integrated Scholarship Program. This New Future CAMP VIS Project will help my team meet CAMP Objectives and maintain the viability of our program. CAMP is a great first-year experience for the students and an excellent retention mechanism. However, CAMP is only a first-year event and effort. For CAMP, there is the risk of a bad year and the risk of program viability and political support. For students, there is a risk of finding similar support mechanisms for their sophomore, junior, and senior years and learning about options for Grad School. The concept is a vertically integrated scholarship program that can take successful CAMP Graduates and merge them into a broader class or classes of scholarships. Run this program on the infrastructure established by CAMP and augment it. Bring several additional Scholarship Managers in to manage each of the added programs. This CAMP scholarship program has the benefits of CAMP but is spread across a broader set of students while allowing/facilitating continuity for students as the goal. Implementing the CAMP Mentor /Mentee Project and Career Services on campus will benefit this program.

#### B. Operational Excellence

1) The CAMP Beautification Project. 2) Continue to strengthen the leadership within the community and at Northern. 3) Reconstruct our Planters: We started planting new flowers and shrubs, adding new planters around campus, and having CAMP students maintain them.



## Connecting Academics with Student Success and Achievement (CASSA) Title V Project

Director responsible for this report: Kristy L. Alton

### I. Annual summary of activities

AY 2022-2023 was the fifth year of the Title V CASSA Project. In this fifth year, CASSA continued to fund transfer student outreach efforts, tutoring and student support services, behavioral health counseling, degree works assistance, and instructional design support. Additionally, CASSA supported a number of new Operational Excellence endeavors, including a new informational kiosk, Service Excellence Training, and the NACADA Summer Institute.

#### A. Student Transformation

**Enrollment:** The Title V CASSA Outreach Coordinator/Academic Advisor's role focuses on outreach to transfer students from Santa Fe Community College (SFCC) and, this year, has expanded outreach to community colleges across the state. Outreach information was delivered to 204 SFCC, CNM, MCC, and SENMC students. This outreach included eleven outreach events, including "Transfer Days", classroom presentations, and Trio program events.

**Student Support Services:** The Title V CASSA Project provides the following student support services: peer tutoring, student ambassadors, and Eagle Techs. Six peer tutors provided tutoring services via Zoom at the Online Madrid Center. Three student ambassadors were instrumental in helping revive campus life in the 2022-2023 AY. Title V CASSA funded Instructional Designer and DE team worked to update/redesign the online NSO.

**Behavioral Health Counselor:** The Title V CASSA Project provides free Behavioral Health Counseling services to all Northern students. The Behavioral Health Counselor is a member of the CARE Team and also makes regular presentations to Northern departments and classes. The Behavioral Health Counselor addresses issues with depression, anxiety, stress, PTSD, anger management and alcohol and drug abuse.

#### B. Operational Excellence

**Degree Works:** A new Degree Audit Analyst was hired in August 2022. She received extensive training in the Degree Works software. The most recent catalog year was scribed and corrections were made to courses and programs as needed.

**Informational Kiosk:** A kiosk was purchased using CASSA funds. The kiosk has campus maps and an updated directory. The kiosk is located in the rotunda.

**Professional Development for Faculty:** The Title V CASSA funded Instructional Designer worked with the DE staff to redesign PD 101, 102, and 103 into one course called NNMC 101 "Introduction to Teaching Online at NNMC". This course was to be offered in Spring 2023. Participating faculty

will receive certificates of completion and badges recognizing their commitment to professional growth.

NACADA Summer Institute: CASSA funded the attendance of seven faculty and staff at the NACADA Summer Institute. The NNMC group was tasked with returning to campus with an “advisement handbook” meant to be used by faculty advisors and the Advisement Center to ensure students are advised in a uniform manner.

Comprehensive Retention Planning: Thirteen key faculty and staff participated in an intensive Comprehensive Retention Planning workshop in the month of June 2023. During these work sessions the team examined current retention activities and created 3 goals to address retention in a comprehensive manner.

Service Excellence Training: Title V CASSA funded a 2-day in-person Service Excellence Training attended by 26 NNMC frontline/student facing customer service professionals. This training was conducted by Academic Impressions and focused on critical competencies of good customer service in higher education, maintaining consistency across service channels, and communication strategies. Of the 26 attendees, 24 took and passed a service excellence assessment and were awarded a “Customer Service Skills in Higher Education” certificate from Academic Impressions.

## II. Challenges

### A. Student Transformation

Enrollment: The CASSA-funded Outreach Coordinator resigned in April 2023, leaving a void in the CASSA team.

Student Support Services: The number of Northern students utilizing the peer tutoring services at the Online Madrid Center remains low. We will consider the viability of peer tutoring services in AY 2023-2024.

### B. Operational Excellence

Degree Works: Errors in Banner continue to cause errors in Degree Works.

## III. Future Projects

### A. Student Transformation

Student Support Services: Title V CASSA will support an embedded tutor in the Language and Letters Co-req English courses as well as Student Ambassadors to help orient and support transfer students, and a student assistant to assist with the food pantry “La Despensa del Barrio”. The fall semester will be used to reimagine the function of the Madrid Center space and Peer Tutoring services. We hope to have a grand re-opening of the space in the Spring semester.

## B. Operational Excellence

Degree Works: We plan to upgrade the Degree Works software to the most current version by Summer 2024.



## El Centro Title V Project

Director responsible for this report: Kristy L. Alton

### I. Annual summary of activities

This is the first year of the Title V El Centro Project. The El Centro Project will increase capacity and support for dual credit and transfer students to strengthen academic quality and institutional management. This first year of the project witnessed the creation of the Dual Credit Center.

#### A. Student Transformation

Dual Credit Center: Admissions hired a Director for the Dual Credit Center in Spring 2023. Quickly thereafter, a Dual Credit Outreach Specialist was hired. Since May 2023, the Dual Credit Center has been a hub of dual credit activity, with many DC students utilizing the space and services during the summer months.

#### B. Operational Excellence

Center for Teaching and Learning: The creation of a Center for Teaching and Learning (CTL) will be a new conduit for campus-wide evidence-based professional learning and development. A physical and virtual CTL will be developed. The CTL will be used by faculty, staff, students, and community partners.

### II. Challenges

#### A. Student Transformation

Dual Credit Center: The biggest challenge has been waiting for a permanent location. When the staff of the DCC move into their permanent location, they will be able to renovate, furnish, and have a grand opening.

#### B. Operational Excellence

Center for Teaching and Learning: The search for a Center for Teaching and Learning Director is ongoing. The posting of this position was delayed three months due to personnel changes in HR. Interviews are currently underway.

### III. Future Projects

#### A. Student Transformation

Dual Credit Center: The DCC will have a permanent location by Fall 2024. Following this event, the staff will work to get the space renovated, furnished, and equipped. A grand opening will be scheduled soon thereafter.

#### B. Operational Excellence

Center for Teaching and Learning: Upon hire of a Director for the Center of Teaching and Learning, a permanent location will be determined. The 2023-2024 AY will consist of renovations, furnishing and equipping the space. Limited events will be planned during the 2023-2024 AY. A virtual space will be created and placed on the college website.

Educational Opportunity Center TRIO  
Director responsible for this report: Donna Jaramillo

I. Annual summary of activities

The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.

A. Student Transformation

EOC has administered three public information campaigns in addition to its regular outreach recruitment efforts. Each of these campaigns consisted of mass outreach activities, initiating community partnerships, hosting a college fair event, and follow-up activities geared towards the further establishment of new participants and partnerships. These campaigns have been critical to transforming the lives of individuals throughout the EOC target area: from the time of initial outreach to the delivery of services, the EOC Project provided people with the information and support they need to begin (or resume) their educational journey.

Another aspect of how EOC is transforming lives is found in the work it is doing with the recovery and reentry populations throughout its target area. EOC provides regular financial literacy workshops to the New Mexico Reentry Center (NMRC) in Albuquerque, NM. The provision of basic financial literacy and financial planning skills to this vulnerable population not only helps them to improve their lives and circumstances as they currently are, but also paves the way for such individuals to prepare for future academic or work-training success. In addition to the NMRC, EOC conducts regular outreach at other “transitional community sites” such as Life Links in Santa Fe, NM, the probation and parole division of Rio Arriba County Health and Human Services, and others.

Visiting a college can be a transformative experience for many individuals but especially for non-traditional students and others who come from backgrounds that are underrepresented in higher education. This is why College Visits are another key aspect of the EOC outreach, recruitment, and service strategies. In the previous year, the EOC project facilitated 5 college visits to Northern New Mexico College, 1 to New Mexico Highlands University, and 1 to the University of New Mexico Main Campus. During each visit, we see the confidence of our participants grow as they obtain knowledge, experience, and increased familiarity with various institutions of higher education. Each visit is custom-designed for the participating group and consists of tours, presentations, activities, and educational incentives. In a similar fashion, the project also began bringing in guest

speakers to its outreach sites/groups and looks forward to expanding upon this type of service in the future.

The outreach and activities that EOC is providing to Pueblo Communities in the target area is also significant in transforming lives. As an example, an event held at Nambe Pueblo provided community residents with access to critical information and resources and included presentations from the NM HED Financial Aid Division, HelpNM, NM Workforce Connections, and more. Students, parents, and other community members received not only concrete information and services, but also experienced a deeper level of inspiration and motivation towards higher academic achievement through the moving words and actions of the facilitating EOC Advisor who was able to speak to the participants in their own native language.

Between October 1, 2022 and July 31, 2023, the EOC Project gained 401 new participants with approximately 62% of them meeting the first-generation and low-income eligibility. For further information regarding year 1 and 2 activities, as well as quantitative data regarding the EOC project's year 1 performance, please refer to the Annual Performance Report (APR) and related documents recently submitted to the NNMC Administration and the US Dept. of Education.

#### B. Operational Excellence

EOC is first an outreach program. The project conducts outreach with multiple goals in mind: informing target area residents about the existence of the project and its services, finding and establishing individual and community partnerships, the recruitment of new EOC participants, and the provision of services. With such a large target area, and comparatively small staff, the EOC Project prioritizes efficiency and effectiveness to a very high degree. Project staff is strategically located throughout the target area, with the Director based in Rio Arriba County, Advisor 1 based in Santa Fe County, Advisor 2 based in Bernalillo County, and a Strategic Support Specialist also based in Santa Fe County. Each staff has regular occurring outreach sites to provide consistency to certain key stakeholders as well as flexible outreach sites depending on seasons, events, access to potential eligible participants, and other similar factors. The project also heavily promotes its readily available virtual/remote services, provides individual appointments during extended hours (weekdays after 5PM or weekends), and offers in-person appointments at sites throughout the target area to accommodate participants with limited mobility. The EOC Project is committed to the success of this grant as measured through obtaining PE points that will positively impact the next grant application.

## II. Challenges

At 28,922 square miles, the NMEOC target area encompasses a land area exceeding Vermont, New Hampshire, New Jersey, Connecticut, Delaware, and Rhode Island combined. Residents, the majority of whom are primarily descended from historic Spanish and Native American ancestry or reflect recently migrated Hispanic and Latino backgrounds, often cluster near towns and villages with just 50-15,000 persons. The Rocky Mountains and Sangre de Cristo mountains divide

northern New Mexico into isolated valleys, plateaus, and open grasslands. Population centers across the target area are connected *and divided* by outdated, frequently unpaved, two-lane highways, spotty cellular service, and low internet connectivity. Road closures, winter snows, and torrential summer monsoon flash flooding make travel unpredictable. 18 Tribal/Native American nations speak seven languages here.

#### A. Student Transformation

The EOC Project experiences a range of varied challenges, many of which relate to its status as a *new* grant in one of the most geographically and culturally unique areas in the nation. Further, the project experienced significant Year 1 delays and challenges which, in reasonable terms, has resulted in the current year being more like the first year of true operation. Some of these challenges have been compounded due to a high rate of turnover in key stakeholder departments that had committed their support to the project during the grant writing period. Given this, it may be noted that the Project has shown significant qualitative and quantitative improvements since the current staff has been put into place.

Although clear, progressive improvement is being shown, one challenge that the EOC project experienced early on was receiving full and complete applications/intake documents from all individuals who utilized its services. As an example, when the project sponsors and facilitates a free public event, every individual who attends is receiving multiple services and is eligible to submit an EOC application. Without the public information campaign and community event, these individuals may not have such easy access to information about higher education, college representatives, resources, financial aid offices, credit unions, and more, all in one place at one time. It may be confusing to these attendees to understand why they should fill out an EOC application (which requires very sensitive personal data such as SSN, DOB, household income, disclosure of disabilities, etc.), when the event is free, open to the public, and representatives at the event are readily available. The EOC Project has, and will continue, to make demonstrated efforts to improve understandings about applications/project accountability to attendees as well as institution/organization partners whose support of the EOC Project is a critical factor in its success at these events. Successful results of these efforts have been most notable through the project's most recent campaign, which was a collaboration with the Pueblo of Isleta Department of Education. This event occurred after the end of the NNMC FY23 and will be elaborated upon in a future report.

Also, in regards to EOC applications, the Project experienced certain challenges with the outreach it has done with high schools due to a higher level of verification that is needed from participants under the age of 19. For example, participants under the age of 19 cannot self-certify household income levels as their adult EOC counterparts. High school outreach, especially among rural areas, has been a successful recruitment and community engagement strategy and the project is now more experienced in addressing the age-related application challenges moving forward.

#### B. Operational Excellence

As many EOC operations are tied in very closely with that of the host institution, the Project has experienced somewhat similar challenges as other institutional departments such as the learning curve associated with the implementation of the new Workday software, sometimes unavailable fleet vehicles, and hiring delays.

Continued strong efforts towards cooperative efforts between administrative offices including admissions, financial aid, institutional research, and student advising will expand EOC outreach and clients and facilitate operational excellence as well.

#### C. Budget requirement to address challenges

The EOC project is funded by the US Department of Education (OPE) with an annual award of \$232,050.00. No budget is required.

### III. Future Projects

In general, the project is looking forward to the continuation of previous efforts that have shown the potential for greater success such as partnering with Higher Education Institutions and Adult Education programs in the target area, providing college visits, administering public information campaigns, engaging in regular community outreach, and other activities similar to those described in this report and original grant application narrative. As a community outreach program existing in a time of great societal change and uncertainty, the EOC project is motivated to engage in new methods and strategies to reach its target populations and objectives.

#### A. Student Transformation

Due to the support from the NNMC Administration, the EOC Project has established contact with leaders in the state of New Mexico Corrections Department and is working with this staff to begin providing EOC services in state corrections facilities for individuals with upcoming release dates. These individuals, having served their time, will soon be re-joining our communities upon their release and the EOC Project strongly believes that they deserve equal access to the information and resources necessary to transform their lives through higher education.

As indicated earlier in this report, the project will also be expanding some of its outreach campaigns that are geared towards engaging a variety of target student-types such as those who previously left the institution before completing their program, potential transfers, and also returning students. Currently, the project is furthering partnerships related to the engagement of target area veterans and other non-traditional student types, and is moving forward with a much higher-level of focus on the adult population (19+).

#### B. Operational Excellence

The EOC Project is regularly expanding its network of community partners and collaborators. The project expects to develop additional public information campaigns, community events, and other projects, based on the potential for success as well as the willingness of the

organization/institution to support and partner with the program in a meaningful way. To further guide and support these efforts, the project will continue to regularly engage in critical evaluation and assessment of its strategies and outcomes.

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

Director responsible for this report: Kristy L. Alton

### I. Annual summary of activities

During AY 2022-2023, Title V Fast-track to Finish (F2F) was in its 3<sup>rd</sup> year of a 5-year grant lifecycle. This year, F2F held the 3<sup>rd</sup> Summer Bridge program, purchased a critical student retention and intervention software, supported the quality of online instruction, and continued to support the Career Services Center.

#### A. Student Transformation

**Fast-track to Success Summer Bridge Program:** The Title V Fast-Track to Finish (F2F) Project held its third Summer Bridge Program from 6/5/23-7/27/23. The focus of this program was to increase the math and English skills of participants in order for them to enter college-level courses in the fall. 23 students completed the program, which is a 44% increase from the previous year. 19% of our Summer Bridge math students are eligible to enter Math 1215 and 35% of Summer Bridge English students are able to enter English 1110 after the program. Students received 48 hours of math and 32 hours of English instruction over the course of the eight-week program in addition to one-on-one tutoring sessions with the course instructor and visits to the Math Learning Center and Writing Center.

**Student Retention and Intervention Software:** After a two-year delay, the Student Retention and Intervention Management System (SRIMS) software. The RFP committee chose Watermark's "Student Success and Engagement" module. This 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 who are "off" track. The implementation committee is working towards our kick-off in mid-August 2023.

**Distance Education Quality Assurance Specialist:** 11 instructors were credentialed to teach online, and 25 courses were approved to be taught online. DEQAS also worked on a committee to reclassify course modalities (OL, BOL, TR, etc...).

**Career Services Center:** The mission of the Career Services Center was supported by F2F through funding of snacks for career fairs, guest speakers and workshops.

#### B. Operational Excellence

**LMS Support:** F2F continues to fund the institution's subscription to Bb Ally. Ally is a tool that seamlessly integrates with Northern's LMS providing a more inclusive learning environment for students. F2F also supported Distance Education training on Blackboard Genius, an online learning software used to train faculty and for students.



Spring Faculty Showcase Series: F2F was pleased to provide lunches for faculty that attended the February-April 2023 Faculty Showcase series. During these lunch time professional developments, faculty were able to highlight best practices for their colleagues.

Redesigned Website: F2F was a major contributor to the redesign of the Northern website. A new HTML catalog will be embedded in the website and is funded through Fast-track to Finish.

## II. Challenges

### A. Student Transformation

Fast-track to Success Summer Bridge Program: We had to overcome some difficulties getting the students into the LMS at the beginning of the program. Additionally, lower than expected enrollment and chronic absence for the online students were problematic during the Summer Bridge Program. Lessons learned this year will be applied to the next summer's program.

Student Success & Engagement Software: The kick off for Watermark's Student Success and Engagement module has been delayed due to information and data not being readily available.

Distance Education Quality Assurance Specialist: In the academic year 2022-2023, the position of Quality Assurance Specialist (Digital Content Analyst)/QM Coordinator primarily provided development and support to our newly-staffed Distance Education team.

### B. Operational Excellence

Redesigned Website: The finished product will not be completed until December 2023.

## III. Future Projects

### A. Student Transformation

Fast-track to Success Summer Bridge Program: We will continue to evaluate the success of the program to determine what is best for the following year. At this point, we are considering only offering co-req math and English courses for the 2024 program.

Student Success & Engagement Software: Fully implement Watermark's Student Success and Engagement by fall 2024.

### B. Operational Excellence

F2F will continue to support NNMC and its students to access and achieve a higher education.

## High School Equivalency Program

Director responsible for this report: Jacob Pacheco

### I. Annual summary of activities

Northern's HEP program is a federally funded grant program under the U.S. Department of Education's Office of Migrant Education. The grant is funded to serve individuals with migrant or seasonal farm working backgrounds. The primary mission of the HEP program is to provide instruction and preparation to help its participants earn a high school equivalency diploma. Secondly, the program works to help transition successful diploma earners into post-secondary education, training programs, military services or to gain meaningful employment once they exit the program. In fiscal year 2023 the HEP program served sixty-nine (69) eligible participants. Of those 69 participants 48 earned a high school diploma. As of the date of this report 68% of the diploma earners were successfully transitioned.

#### A. Student Transformation

In an effort to promote student success and positive student experiences, the HEP program adheres to its approved written grant objectives. These grant objectives include 1) providing students with necessary resources to complete the HEP program. 2) Providing students with appropriate staff support 3) Providing students with appropriate instruction and services necessary for them to be prepared for official high school equivalency exams 4) Providing cultural and educational events throughout the year 5) Providing students with goal setting advisement; transition guidance to post-secondary/training, employment, and military. These services included assisting students with career guidance, administration of interest inventories, college application and financial aid forms completion as well as referrals to agencies and/or college departments that help facilitate the transition to higher education or the workforce.

#### B. Operational Excellence

Northern's HEP program strived to meet operational excellence by focusing on providing quality customer service, continually improving upon operational efficiency and by supporting work effort and collaborative spirit with other college units as well as external partners. The HEP program continued to support students by offering high quality customer service from the first touchpoint that a student comes into contact with the HEP program. Recruitment staff is trained to provide clear and concise program information as well as to assist potential students and their parents with the program's enrollment process. Phone and email communications are followed up with urgency to ensure that students, parents and stakeholders receive the information they need as quickly as possible. Referral to other programs and services within the college are frequently initiated by walking the student to the appropriate department and providing in-person introductions to staff members in an effort to facilitate positive experiences for students.

Throughout the year the HEP program worked to provide opportunities to expose its enrolled students to the post-secondary educational opportunities that are available on Northern's

campus. Presentations by college departments were conducted by the following programs: Biology, Engineering, Environmental Science, Trades Programs, and Career Services. In addition, services such as the College's EOC program, Career Services, Counseling department as well as external agencies such as military recruiters and the N.M. HELP office were invited to share information with students. Students were also encouraged to participate in workforce and employment fairs being hosted on Northern's campus in an effort to expose students to the multitude of opportunities that are available once their high school equivalency diploma is earned. In addition, to foster a sense of belonging within the College HEP students are encouraged to participate in all activities sponsored through the Student Activities office. The HEP program staff continually works to have positive interactions with other college departments. Working with a collaborative spirit in mind, the program seeks to create good working relationships with all of its stakeholders and partners. Staff members are frequently encouraged to participate in college activities, sponsored trainings and initiatives geared at improving campus safety, student engagement and process improvement. Since January of 2023 the HEP staff have worked alongside colleagues from other departments to implement the College's new Workday software system into everyday use. Collaboration between HEP staff and College departments has been instrumental to make advances with the new system

## II. Challenges

Northern's HEP program has had challenges with meeting grant enrollment and high school equivalency (HSE) completion goals since the COVID-19 pandemic began. On the bright side, the program's enrollment numbers for fiscal year 22-23 saw a significant increase over the past three prior years. This trend places the program in a positive position in terms of demonstrating continual improvement toward meeting the established grant goal of enrolling 80 students annually. In 22-23 the HEP program was 11 students shy of meeting its enrollment goal. Based on the forward progress over prior years the program staff is very confident that both enrollment and HSE completion goals will be met in the future 23-24 grant year.

### A. Student Transformation

To meet the challenge of increasing student enrollment the HEP program has instituted a vigorous recruitment strategy to ensure that program services are being promoted to as many potentially eligible participants and their families as possible. This means being exceptionally focused on participating in as many outreach opportunities as possible throughout the year. Being intentional about promoting HEP services to as broad of an audience as possible has been a priority to effectively increase the number of eligible participants who apply to the HEP program.

### B. Operational Excellence

Through the challenges of meeting enrollment and completion goals the HEP program utilizes student exit surveys as a means to capture useful information that is used to continually improve on student satisfaction with program services. The surveys are administered using a paid subscription to Survey Monkey and student responses are reviewed quarterly. Based on the

information gleaned from these surveys action is taken to address problem areas that may be identified by means of multiple common responses. Conversely, processes and services that are found to be popular with students are reinforced. One of the surveys asks students to rate their experience with individual instructors – Factors such as clarity of instruction, use of materials and effectiveness of strategies for testing preparation are just some of the items that students are asked to provide feedback on.

### III. Future Projects

Northern's HEP program will continue to work toward offering its participants the best possible educational experience while expanding higher educational and career opportunities to its students. The program will also work toward meeting grant enrollment and completion goals in order to provide a solid base upon which to support the continuance of a new grant cycle in the years of 2025-2030.

#### A. Student Transformation

The HEP program has plans to offer students more cultural and educational learning opportunities throughout the 23-24 fiscal year. Beginning with a trip to the Explora museum in Albuquerque the remainder of the year will be filled with regularly scheduled trips to expand the horizons of the HEP students. The roster of planned trips include painting classes, fishing trips, pinon picking day, visit to learn about local petroglyphs as well as other educational activities that will enhance the student experience, promote comrade among participants while expanding the students horizons beyond that which they would normally experience.

#### B. Operational Excellence

In support of having the best possible outcome for a new HEP grant award in 2025 the HEP Director will focus on meeting grant goals and outcomes during the 23-24 grant year. The program outcomes for this fourth year of the grant will be significant in the Office of Migrant Education's decision to approve a continuance of the HEP grant. For this reason, an emphasis on vigorous outreach and participant recruitment will be conducted to ensure that enrollment targets are met. In addition, every effort will be made to stabilize office staff turnover in order to provide the highest level of program effectiveness through the remainder of the grant cycle that ends June 30, 2025. In addition, focus on working collaboratively with the Adult Education program to bring back students that were previously referred will be a priority.

## STEM XL Accelerating Achievement in STEM Title III Project

Director responsible for this report: Lynn Chamberlain

### I. Annual summary of activities

#### A. Student Transformation

##### STEM Faculty Course Redesign

The following courses were redesigned:

- UAC Underwater Acoustic Communication 8-week f2f format, Dr. Sadia Ahmed
- MET 3302, Strength and Properties of Materials, f2f to Asynchronous Online, Dr. Ashis Nandy
- Electrical Electronic and Computer Engineering (EECE), Dr. Bryan Malone
- EECE 1132, Computer Networks I, f2f to Asynchronous Online
- EECE 2230, Intro to Routing and Switching, f2f to Asynchronous Online
- EECE 3330, Computer Networks II, f2f to Asynchronous Online
- EECE 4440, Advanced Computer Networks, f2f to Asynchronous Online

Title III hired a STEM Student Tutoring & Peer Advising Coordinator.

Title III purchased 300 'critical thinking tests' to benefit STEM and General Education classes from Tennessee Tech University Center for Assessment and Improvement of Learning.

Summer Bridge Fast Track to Success intervention program for Developmental Math and English audience includes incoming college freshmen, dual-enrolled high school students, and rising high school sophomores through seniors. Title III Accelerating Achievement in Stem (STEM XL) and Title V Fast-track-to-Finish (F2F) co-funded the bridge program. Students were given computers, books, supplies, and meals free of charge. Title III supported two Math instructors for teaching and one embedded classroom tutor.

#### Summer Bridge 2023 Data

# of Participants (both English and Math): 26

- # Dropped: 3
- # Completers: 23
- Passed on to College-Level Math: 4/21 or 19%
- Passed on to College-Level English: 7/20 or 35%

Coordinator for the Math Center of Excellence: Title III supported this position responsible for academic support of student success in all STEM classes and departments. Duties include collaborating with the Title III Grant Project Director, NNMC Math Department Chair, NNMC Student Services, STEM Advising, STEM Retention Specialist, and STEM Instructional Designer to help create an Integrated STEM Student Support System.

Professional Development for faculty and Staff: Title III supported the following pursuits for knowledge and increase in professionalism to benefit student success and excellence in academic advisement:

- Appreciative Administration online course for three advising staff members
- NACADA Theory and Practice of Advising online course, Academic Advising
- NACADA Annual Conference in Portland, Oregon, Academic Advising
- Emotional Intelligence 1 Day Training, Albuquerque, Academic Advising
- Building an In-House Leadership Development Program in Higher Education, Denver, Academic Advising
- Managing Yourself and Leading Others, Harvard Continuing Ed, Cambridge, Academic Advising
- Quality Matters 'Peer Reviewer' remote course, STEM Instructional Designer
- Quality Matters 'Applying the QM Rubric' course, STEM Instructional Designer
- Two people (one staff one faculty member) to attend NACADA Summer Institute—Quality Advising for Student Retention and Completion to create a 'consistent unifying training resource for all academic advisors to provide the necessary knowledge, tools, and access to support student success.'
- STEM Embedded Tutor Faculty and tutor training

Professional Membership Fees for Faculty: Title III supported professional membership for STEM faculty to benefit their students—American Association for the Advancement of Science; Animal Behavior Society, American Chemical Society; and American Society for Biochemistry and Molecular Biology.

Faculty Specialized Conference: Title III supported one faculty member's (advisor and mentor) and one student's travel to attend the 2022 SACNAS National Diversity in STEM Conference in San Juan, Puerto Rico.

STEM Equipment: Purchases to enhance student success include the following—CytoFLEX Flow Cytometer for BCES; *BD Accuri™ C6 Plus* sampler plus software for BCES; CyberPower Gaming Master Computers for Wacom Tablets; Leased Printer for Math Center of Excellence and White Boards; Summer Bridge Math Book Software; Engineering Department CAD Drafting Computers; Carts, Desks, Chairs, Tables for Math Center of Excellence; Lab Equipment for Physics and Geology classes; and computers for new staff (Instructional Designer, Holistic Retention Counselor, Program and Data Analyst).

STEM Related Software:

Title III supported the following expenditures: CourseDog 'Class Scheduler' and 'Course Demand Analytics Projections'; Watermark 'Course Evaluations and Surveys'; National Student Clearinghouse—PDP Subscription-Post Secondary; Banner Project Clean-Up for integration with

CourseDog and Watermark software; H5P open-source software (robust software for creating interactive learning contents for online courses); and an annual subscription contract with GoEducate for Career Pathways exploration.

Title III supported the hire of three faculty members to cover academic advisement during the absence of STEM Department Chairs during their summer break.

Title III supported the cost of construction and renovation of the space identified as the Math Center of Excellence housed in the library.

Title III supported two student Biology Summer Research Internships.

Title III supported the hourly wage of three Math Center of Excellence Tutors (adjuncts) over the summer semester, one of which was dedicated to tutoring Summer Bridge Math students.

Title III hired an internal candidate to serve as the Watermark Course Evaluations Administrator over sixteen weeks to correspond with the implementation, training, and launch of the new software subscription.

Title III supported the STEM Santa Fe Julie Robinson Mathematical Festival on campus for local middle school students and future NNMC candidates.

Title III supported the Project Director's travel to attend the Higher Ed Corequisite Implementation kick-off workshop in Albuquerque and the HSI Division Project Directors' Conference: "Equity and Excellence: HSIs Educando for the Future," in Washington, D.C.

Title III supported Banner Project Clean-Up for integration with CourseDog and Watermark software.

Title III co-sponsored Tandem Consulting for Summer Bridge Orientation.

Title III supported four STEM faculty members for Banner 9 Advising Training.

Title III supported Student Success and Advisement best practices through the purchase of advisement reference books and furniture to benefit STEM and low-income students' campus wide.

## B. Operational Excellence

Title III Project Director (PD) met weekly with the Provost and VP for Academic Affairs to convey progress and receive spending guidance. Said weekly meetings included the Project Director of the three Title V grants on grant collaboration.

#### Additional Weekly Meetings

- Coordinator for the Math Center of Excellence provided monthly reports.
- CourseDog Program Manager provided monthly reports.
- STEM Instructional Designer provided monthly reports.
- STEM Student Tutoring & Peer Advising Coordinator provided monthly reports.
- Title III PD communicates with STEM Program Chairs as needed in addition to support staff according to spending and hiring priorities.

Title III hired a Program and Data Coordinator (Administrative Support): This is a new position held by a recent graduate of the college's Department of Business.

#### Targeted Outreach

Title III supported the Summer Bridge Fast Track to Success intervention program for Developmental Math and English via Digital, Radio, and Conventional Media.

Title III supported three STEM faculty members for Embedded Tutor end-of-term reports.

## II. Challenges

### A. Student Transformation

Hiring delays for the following full-time positions are not unique to Northern New Mexico College and the region but continue to represent a national trend. We have yet to receive applicants for two STEM Holistic academic Advising positions for Engineering and separately for Biology, Chemistry, Environmental Science, and Math; a STEM Career, Transfer, and Internships Coordinator; and a Summer Bridge Coordinator.

## III. Future Projects

### A. Student Transformation

Title III will support student success by vigorously recruiting STEM Embedded Tutors.

The future hire of the three full-time positions serving STEM students will significantly and positively impact student success.

- STEM Holistic Engineering Advisor
- STEM Holistic Advisor BCES/Math
- STEM Career Services/Internships Coordinator

### B. Operational Excellence

Title III staff will continue participating in and collaborating with college-level committees and teams to promote open, inclusive, effective operational excellence.





## Upward Bound

Director: Tobe Bott-Lyons

### I. Annual summary of activities

This year, the Upward Bound grant began delivering services under the first year of the new five-year Department of Education grant. We continue to serve above our minimum of 60 participants per year from EVHS. The program continues to make significant progress on meeting our six program objectives.

#### A. Student Transformation

This year, we continued to implement a range of programming during the academic year including: after-school tutoring, Wednesday academies, student-led clubs, our Early College program for Juniors, and Senior Seminar.

During the summer, we implemented a 6-week Summer Academy at Northern that included both for-credit and non-credit enrichment courses for rising 9 to 11 graders. This was followed by a one-week intensive Senior Retreat at St. John's College and a one-week college tour in Chicagoland.

Our students were also able to access a number of cultural enrichment experiences including New Mexico TRIO Day in Santa Fe, the musical *Dear Evan Hansen* at Popejoy Hall, and the Meow Wolf exhibits in Denver and Santa Fe.

In addition to our programming at NNMC, through our regular programming as well as our partnership with the Davis New Mexico Scholarship, our students were able to visit 18 colleges this year including: St. John's College, the University of New Mexico, New Mexico State University, New Mexico Tech, Santa Fe Community College, UTEP, Southwestern University, St. Edward's University, Lawrence University, Occidental College, University of Denver, Metro State University, University of Colorado, Colorado College, Whitman College, Northwestern University, Knox College, and the University of Chicago.

Of our graduating class of 11 students this year, 3 plan to enroll at NNMC, 3 at NMSU, 1 at NM Highland's, 1 at Southwestern University, 1 at University of Denver, 1 at St. Edward's, and 1 at Whitman College.

This year, four program alumni from our program completed Bachelor's Degrees (3 from NNMC and 1 from DU).

#### B. Operational Excellence

Upward Bound staff continue to be involved in the NNMC campus community, including participation in the Student Success Academy. We also continue to partner closely with the

Student Life Office, the Dual Credit program, and many of the Academic Departments (especially Languages + Letters, Arts and Human Sciences, and BCES.

Our staff is also actively involved in numerous local, state and national professional networks including the Davis NM Scholarship, ROCA NM (Rural Opportunities for College Access), RMACAC and NACAC, TRIO New Mexico, and SWASAP.

## II. Challenges

### A. Student Transformation

The biggest challenges facing our program in this area include uncertainty around the impact of recent Supreme Court decisions on college admissions and high turnover in key partner programs. We have also been working to improve our family engagement programming to help better support our families along the college admissions journey.

The availability and scheduling of in-person classes has also become a serious concern for our students.

### B. Operational Excellence

The biggest challenge this year has been the transition to WorkDay. It was a lot to learn and there were many bumps along the way, but we feel that program staff is finally at a good place in terms of understanding the new system and its associated processes.

### C. Budget requirement to address challenges

As a federally-funded grant program, this does not apply. We did receive a 4 percent funding increase for the upcoming year.

## III. Future Projects

This year, we are making a few changes to our programming. Most significantly, we have decided to try offering our Senior Seminar as a non-credit program at NNMC rather than a for-credit high school class. We hope this will improve the effectiveness and the morale of the program. We also have had to pivot back to Saturday Academies this year as EPS is no longer doing half-day Wednesdays.

## Veterans Resource Center

Director responsible for this report: Ramkrishan Khalsa

### I. Annual summary of activities

Since this time last year, there has been a change in who occupies the role of School Certifying Official (SCO). Since COVID, the VRC office has struggled to generate student interest in office activities and events. That could be because few efforts were made by past office coordinators, a quick succession of SCO turnover, or a decrease in veterans using education funds. A combination of factors might also be considered. Many of the programs and partnerships this office had developed in past years to support veterans and engage in community outreach were also left dormant post-COVID. In short, COVID and SCO turnover have created significant setbacks for the VRC office.

#### A. Student Transformation

Since February of 2023, the VRC office has been renewing partnerships with Statewide programs that will provide additional value to our student veterans. For example, NNMC's MoU with the UNM Taos Veterans Upward Bound Program has recently been renewed, and collaboration between our two programs has been re-engaged. Collaborations with the office of Senator Jaramillo have also been initiated for the purposes of benefiting NNMC's student veterans and the VRC office. Additionally, the VRC is currently partnering with SFCC's massage therapy program to provide complimentary massage therapy to NNMC students at our campus during the fall semester in an effort of supporting health and wellness. An event that is also in the works for Fall 23 is a 5K run in Los Alamos to support suicide prevention among veterans. NNMC's VRC office is looking to partner with Los Alamos High School JROTC to support and promote this event. Additional planning for student transformation is direct communication with veterans and veteran dependents to build rapport and learn from them what their needs and interests might be.

#### B. Operational Excellence

There are many facets that make up the VRC office. First and foremost, the SCO has a responsibility to the Department of Veterans Affairs and is expected to provide records and reporting information to the VA and affiliated agencies multiple times per year. Annual training to maintain the SCO status is also a requirement by the VA. The VA is interested in ensuring that veteran students are correctly being certified for VA education funds as students attend classes at NNMC. For these objectives to be met, the SCO must receive and maintain the required training to effectively meet the demands of the VA but also to do right by the veteran students. Secondary to the SCO responsibilities, are providing resources and support to student veterans and dependents, developing, and maintaining partnerships and collaborations with other organizations that are also in support of veteran students, and the objectives of the VRC office. When it comes to interactions with veteran students, customer service that puts student veterans as the highest priority is at the top of the list for things of importance. This office is dedicated to the service and success of student veterans. As a way of providing value to student veterans, the VRC is also interested in engaging

in outreach to hear from veterans and what concerns they might have. Event planning and developing veteran student organizations are also in the works as part of the operational excellence mindset.

## II. Challenges

The number one challenge has been poor succession planning and no training structure in place for new SCOs who take the job. It seems the recent history has been that when one SCO or VRC coordinator leaves the college, the new SCO/Coordinator is tasked with building the office up from bare bones with little training support. Currently, there is no one else on campus who has the SCO training. However, at other schools, there are many other offices that are trained in the tasks of the SCO and act as a backup. In some schools, it might be the registrar's office, while at other schools it might be the financial aid office and so on. The current VRC coordinator would like to see NNMC making it a priority to always have and maintain at least one backup SCO.

Other challenges include low veterans' enrolment of students using their VA education funds. In addition, the few VA veteran students who are enrolled are almost entirely online. Event planning, student engagement, and maintaining ongoing rapport with students is difficult with students who do not live in the area or who do live in the area but are rarely on campus. With little to no student engagement at the VRC office it is a challenge to offer meaningful programs to veteran students.

### A. Student Transformation

Without a doubt, student transformation efforts have been hindered as it relates to this office in recent past years. In the view of the current VRC coordinator, having and maintaining an SCO and VRC coordinator in the office on a regular basis is important for the purpose of creating a welcoming environment that encourages students to interact, participate, and contribute to the office of the VRC in a meaningful way. Student involvement on campus at the VRC office is a key contributing factor that will take this office from being solely another step in the student's enrollment process to making a difference in the student's experience here at the college in a way that contributes to student transformation.

### B. Operational Excellence

The current VRC coordinator is undergoing continued training to ensure students can be properly certified for their classes and thereby receive their entitled VA education funding. Once this phase of training has reached a certain level of progress, outreach, recruitment, and event planning efforts will be underway to engage veteran students more fully and to build the veteran student presence at the VRC office and on campus. Operational excellence will come from being a resource where veterans can communicate their needs and feel comfortable being themselves in an environment that is safe and supportive. Another component of operational excellence at NNMC will be to make it a priority to have another NNMC staff member be trained as a backup SCO.

### III. Future Projects

1. Veteran appreciation events and mental health awareness education
2. Ongoing collaborations for various events with the office of Senator Jaramillo

#### A. Student Transformation

The planned events, collaborations, and the traveling memorial will provide value to our veteran population that is likely to indirectly support students of this community with their academics by providing meaning and a sense of belonging. Hiring a part-time VRC support staff or training an existing NNMC employee will contribute to student transformation by supporting the existing VRC Coordinator and improving VRC office operations

#### B. Operational Excellence

For the VRC to provide operational excellence, the VRC office needs to be supported in its operations and processes. Many of the basic structures of the VRC office need to be reevaluated, updated, and improved upon. More efficient administrative processes need to be implemented and maintained. It is the view of the current VRC coordinator that a one-person office for the Veterans Center with responsibilities to the VA, to NNMC functions, and to community organizing for students is not sustainable long term.