



Annual Report 2021-2022 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 tasks in which Academic Affairs was involved during the Academic Year (AY) 2021-22 were mainly driven by the planning and implementation of strategies to improve student success, frequent changes to handle the ongoing COVID crisis, dealing with the effects of the so-called Great Resignation, and the Presidential transition in the middle of the Academic Year.

Academic Affairs celebrates the Higher Learning Commission (HLC) approvals to offer the Teacher Education and Business Administration programs in an eight-week modality. Similarly, we celebrate the approval of two new Data Science and Literary Editing /Publishing certificates and the successful ACEN visit for the Nursing Associate Degree Program.

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

Enrollment

- ***Eight-week courses:*** NNMC continues to adopt processes and practices to transition and successfully implement the 8-week model. As mentioned before, the Teacher Education and Business Administration programs have been approved by the HLC. Those programs continue to show healthy and growing enrollments. Moreover, HLC advised NNMC to apply for the eight-week model, program by program, instead of changing the entire institution through a substantive change. This recommendation allows NNMC to keep the eight-week and sixteen-week models available by minimizing the risk of a suboptimal outcome of adopting the eight-week modality.
- ***Grants:*** On October 2021, NNMC received an HSI STEM STEM XL 5-year grant from the Department of Education (\$5.1M). This significant grant allows NNMC to acquire equipment, provide professional development, pay faculty for course redesign, and hire student services personnel dedicated to STEM students, among other activities. Several additional grant proposals were submitted by the academic units, and more than \$2M in other grants (Technical Trades, Nursing, Education, and STEM) were awarded.
- ***Remote locations:*** NNMC has engaged in conversation with Jemez Pueblo School District and Pojoaque Valley School District to plan additional locations to teach Trades Programs. These are possibilities to expand dual credit access opportunities for more students. The project is ongoing, and NNMC may seek funding through the ECMC Foundation to support the effort.
- ***Title V Grant Application:*** The Office of the Provost financially supported the efforts of the Director of Title V and Grant Writers to compete at the 2021 HSI Title V Grant Competition. The core elements of the grant proposal are the development of a Dual Credit Center and the Teaching/Learning Center of Excellence.

- **Endowments:** The Teacher Education and Nursing & Health Sciences Departments submitted applications to the New Mexico Higher Education Department (HED) to obtain funding for Endowed Faculty Positions. Recently, both departments were informed that each would get a \$2.5M endowment. The purpose of the additional faculty members is explicitly to grow enrollment in their programs.

Student Success

- **Student Success Academy:** In Early Fall 2021, NNMC started implementing the mandatory three-year Qualitative Initiative that is part of the accreditation cycle of the HLC Open Pathways. NNMC selected the Student Success Academy, which is a pre-approved project. The team working on it is led by the Director of Accreditation and Assessment and has staff and faculty participation, including the Provost. So far, the initiative has collected numerous data sources related to student success, including the data-driven identification of the type of students that NNMC currently serves. The team continues to work on an inventory of initiatives to improve student success and identify existing data gaps.
- **Student Learning Outcome (SLO) Assessment:** An Assessment Management System (Watermark) has been purchased. The Office of Assessment has diligently worked with the Academic Chairs to implement the platform for SLO Assessment and Program Review.
- **Go Educate Platform:** This year, NNMC implemented the Go Educate platform for all academic programs. This platform supports enrollment efforts and allows students to make better decisions on their educational programs. Moreover, the platform connects programs, skills, and courses, to the job market. Several employers, including LANL, COMPA Industries, and N3B, among others, are satisfied with the availability of the platform to promote their job opportunities. High School counselors have been positively impressed with the capabilities of the technological platform.
- **American Indian Student Center:** NNMC submitted a new Research and Public Service Project (RPSP) proposal to HED for \$200K to re-open a student support center for American Indian students, which was closed more than eight years ago. The Center, although funded by the legislature at a level of \$150K, will allow being strategically positioned to recruit and retain more American Indian students and to have a more effective collaboration with the Eight Northern Pueblos and Jemez Pueblo.

Team Spirit and Communication

- **Salaries increases:** The College Administration presented a compensation package to the Full Time Faculty Union (and the Council of Chairs for full-time faculty members outside of the Bargaining Unit) to increase the salaries and match the so-called Aspirational Salary Matrix. Furthermore, the Aspirational Salary Matrix was adopted as the Official Salary Matrix to determine the minimum salaries for the faculty. This effort is unprecedented in the history of NNMC, and all faculty are now paid at the level dictated by the matrix (almost a 12% average increase). Similarly, eligible staff members received a 7% salary increase, and adjunct faculty (and teaching overloads) received a 1% increase.
- **Policy Development:** The Office of the Provost worked to standardize some practices and processes (in the areas of tenure, faculty evaluation, and salary) to establish similar conditions of employment for full-time faculty covered by the Collective Bargaining Agreement and the

full-time faculty under the Faculty Handbook. The Provost recognizes that this process was challenging due to disagreements with the Council of Chairs.

- ***Bi-Weekly Report:*** Based on some of the feedback that the Provost received in the 2021 Evaluation from the Faculty and Staff, the Office of the Provost decided to prepare a report of updates, news, personnel changes, and general information. The email is broadcast to all employees, the Regents, and students on alternated Thursdays. Anecdotal evidence shows that some readers are more aware of Academic and Student Affairs issues.
- ***Equity Training:*** In collaboration with the Office of the President, the College partnered with Cedar Tree Consulting to offer mandatory training in Equity for all employees. Around ten sessions were delivered by Zoom. Follow-up training was also provided to individuals who self-identified as volunteers to become “Equity Champions” for the college.
- ***Sharing Governance:*** The Office of the Provost continues to participate in the monthly meetings of the Sharing Governance Committee. This endeavor allows the constituents to provide direct, honest feedback and input to the decision-making process. Similarly, three full-time faculty members were granted tenure and promoted to Associate Professor positions. This action enhances Academic Freedom and Shared Governance for faculty members to perform effectively.

This year also brought some unique challenges to the Academic and Student Services activities. Notably, the spike in COVID in January 2022 caused the institution to decide, with a few days' notice, to keep remote teaching for most of its courses despite the original plan to offer at least 50% of the courses in a face-to-face modality for Spring 2022. The less-than-optimal student vaccination rate also influenced this decision amid a vaccination mandate approved and enforced in October 2021 by the College.

Secondly, the unexpected resignation of the former President created anxiety and uncertainty in most personnel. This was followed by the similarly unexpected resignation of the Vice-President for Finance and Administration. 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 Dr. Bárbara Medina has allowed the institution to prioritize the academic mission of the institution over other less relevant projects.

Third, the ERP project, the so-called CHESS project, demands many hours from the Business Office and Information Technology staff. Those hours translated into delays in the deliverables of the processes in some student services offices and the delay in adopting technologies needed (such as course scheduling software, holistic advisement software, etc.)

Fourth, personnel changes in the Facilities Department, the worldwide supply chain issues, and inflation have affected the readiness, maintenance, and new construction projects related to Academic Affairs. Some buildings, such as the Nursing, High Tech, and General Education, have been intermittently in a status where it is uncomfortable or unsafe to deliver services. Similarly, projects like the Math Center of Excellence have been delayed for almost a year.

Fifth, some units at NNMC struggle to find an appropriate balance between remote work and physical presence. Perceptions of inequity among employees working remotely and the ones required to have a permanent presence on Campus are common. At the same time, agencies and external stakeholders, including students, continue to raise concerns about the perceived lack of physical presence of personnel (faculty included) or services available. The right balance is difficult to be determined since 79% of the student credit hours are currently delivered remotely, either face-to-face in a remote location (such as El Rito, Albuquerque, or Los Alamos) or online.

Finally, the Great Resignation affected NNMC at all levels. The College witnessed an unprecedented number of resignations in addition to regular retirements. Dual Credit, Advisement, Registrar Office, Distance Education, and the Department of Arts and Human Sciences were mainly affected this year by employee turnover. Although the newly hired personnel bring renovated energy, optimism, and innovation, it creates periods where remaining employees are overworked and burned, services are delayed, and additional time, effort, and funding are required to train new personnel. A small example of the effects of the turnover is that this Annual Report does not include, for the first time in five years, the sections for Accessibility, Admissions, Advisement, and Distance Education due to the change in personnel.

Academic Affairs looks forward to addressing growth opportunities and will continue to embrace the lines of effort of the Strategic Plan. The Strategic Plan (which expired at the end of AY 21-22) has been extended by the Board of Regents until a permanent President is hired.

For AY 22-23, Academic Affairs is planning to engage in the following future projects: a) assist the current and future President during the next transition; b) engage in an evaluation and assessment project to assess institutional roadblocks for student success; c) develop a process to appoint Academic Chairs that includes input from the faculty/staff of the department; and d) continue the adoption of Complete College America strategies to improve student success as measured by retention, persistence, and graduation rates.

Next, the different leaders of each unit in Academic and Student Affairs prepare their annual reports where they summarize activities, challenges, and future projects.

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

I. Annual summary of activities

A. Enrollment

The Department of Business Administration (DoBA) started the academic year in August 2021 with an increase in enrollment of 19% (42 students) from August 2020. One strategy faculty and staff employed to increase enrollment was offering certificates that could be completed within one semester. The certificates were advertised by email and NNMC broadcast. Other examples of outreach include advertising on Facebook, ads in local newspapers, ongoing communication with the local New Mexico Department of Workforce Solutions, 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 has also requested a meeting 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. LANL developed an internal website to provide employees with up-to-date NNMC Project Management program information. DoBA continues to partner with New Mexico Highlands University to share classroom resources that benefit students from both institutions.

The Department Chair has been working with the NNMC administration to offer winter courses starting in December 2022. The winter session will be tried in the fall 2022 semester. Students who enroll will be able to complete their course(s) between the end of the fall 2022 semester and the beginning of the spring 2023 semester. These classes are meant to provide students with a way to advance their degree completion.

A substantive change application was approved in January of 2021 by HLC authoring DoBA to teach AA and BA programs entirely online. Faculty prepared for the change by taking courses to improve online instruction, updating courses, self-evaluating courses, and submitting their courses for a full evaluation by the distance education committee. By engaging in this formal process, DoBA and NNMC increased their capacity to provide high-quality online programs to local and distance students. 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 during the first 8-week session and three 8-week courses during 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.

Other enrollment initiatives include working with local high schools to provide dual credit courses and the Southwest Carpenters Union on a possible Memorandum of Understanding (MOU) for a certificate or associate's degree in Management.

B. Student Success

Students in the DoBA have had many successes this year. They received scholarships from the Northern Foundation and obtained jobs at Los Alamos National Laboratory, state government, and other local organizations. During the Fall 2021 Semester, NNMC's Department of Business applied for and received a \$40,000.00 grant from the Regional Development Corporation (RDC) Workforce and Education Training Program. This funding made possible internships for 16 students in the Business Capstone course and 36 scholarships for other Business Students.

Some students have decided to further their education by going from an associate degree to a bachelor's degree, and some have continued beyond their bachelor's to complete their master's degrees. These are all significant accomplishments for the students, DoBA, and Northern New Mexico College.

During the 2021-2022 school year, DoBA graduated a total of 131 students. This was an increase year of 57 students, or 56%, over the 2020-2021 school year. See details below:

BA Management 29	AABA Degrees 24	BA Accounting 3	AAS OA 0
BA Project Management 14	AAS Cosmetology 0	AAS Barbering 1	Certificates 60*

*Certificates - Project Management Certificates 50, MS Office 7, Barbering 2, Cosmetology 1.

C. Communication

DoBA uses multiple platforms to communicate with faculty, the college community, and outside organizations. During the 2021-2022 academic year, faculty and staff connected with students by email, telephone, and Zoom. In order to accommodate student needs, email is used to receive and transmit information such as transcript audits, Petition to Graduate forms, change of degree forms, and any other types of services we can provide without requiring students to travel to campus. This has helped students in Española, Albuquerque, Taos, Santa Fe, Bernalillo, and El Paso graduate with their associate's and bachelor's degrees. DoBA communicated with administration and faculty via Zoom for meetings, email, and telephone. In addition to local faculty, adjunct faculty from other states such as Florida, Texas, California, and New York teach for DoBA. We communicate by phone and email regularly. Full-time faculty and adjunct faculty have, in the past, had face-to-face meetings with their students. Full-time faculty advise students and help them complete forms, facilitating interactions with the registrar's office, financial aid, and admissions. Within DoBA, the Chair uses meetings to disseminate information about the College and programs within the department. With the "NNMC GO" app., students can connect to Blackboard, see

information about their courses, and access college information, including a phone directory and campus map.

Most of the communication with the college community is accomplished by meetings, phone, e-mail, broadcasts, Zoom, and Google Docs. DoBA communicates with outside stakeholders and the broader community by Zoom, phone, and email. The Chair and faculty are available to students Monday through Friday during office hours and by appointment.

D. Team Spirit

DoBA faculty members have worked together on many initiatives. Faculty have presented at recruiting events and have gone to schools and businesses to recruit. As a team, we have worked to make changes to our curriculum and course numbering and naming to match other New Mexico institutions. The DoBA has worked together this past academic year to provide our students with 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. It was a success, as we increased our enrollment numbers and surpassed the previous year's total. This past year was a challenge; if we had not pulled together, enrollment, programs, and the number of students graduating would have suffered. DoBA rallied and made this year successful. In the department's history, we have never had as big a graduating class as we did during the 21-22 school year.

II. Challenges

A. Enrollment

The current unduplicated average enrollment is 200 students per semester. Our challenge last year was to increase total student enrollment within five years (2023) to 200 unduplicated students per semester. We were able to accomplish this a year earlier. This year, we are challenging to increase student enrollment to 220 for the 2022-2023 academic school year. Moving forward, DoBA is working hard to provide students with alternative ways of completing their degrees face-to-face and remotely. The department is changing course delivery in accelerated formats and the traditional 16-week period. The department is also developing more business certificates which may be clustered to complete associate's and bachelor's degrees eventually. The department will also work on a plan to increase enrollment and retain students in the Cosmetology and Barbering programs.

B. Student Success

Student success is determined by factors that include: Fostering students' motivation; teaching students how to succeed in the postsecondary environment; and structuring support to ensure success. Everyone at the College has a role to play in supporting student achievement, but the 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 as life challenges arise. When a student finishes a degree, the student's family and the entire community benefit.

C. Communication

DoBA needs to expand the marketing of its programs within the College, community, and online. To do this, DoBA will create a communication flow that builds and sustains interest in the Department and the institution. Examples include the flow of academic programs, academic outcomes, and graduation rates per program within DoBA. This information will be posted on the department and the college website bulletin boards. DoBA will keep students informed about events throughout the academic year by using email, Zoom, NNMC 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.

D. Team Spirit

The DoBA will start the 2022-2023 academic year with three faculty members working at NNMC for at least four years and one faculty member working at NNMC for two years. The team consists of two Cosmetology and Barbering instructors and two faculty members. One faculty member has an MBA, and the other has a Ph.D. One faculty member who has been teaching for NNMC has been in DoBA for twenty-one years, and she has a DBA. The challenge is to provide training and, at the same time, excellent customer service to students as well as other stakeholders. To accomplish this, the Chair will use staff meetings to train staff, model intrusive advising, and provide examples of student scheduling challenges that have been resolved. The team is excited to teach online, hybrid, and face-to-face classes.

E. Budget requirements to address challenges

To address these challenges, NNMC should provide funding for at least two faculty members (Champion and Co-Champion of ACBSP) of the 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, and provide \$300,000 in capital outlay funds to sustain the Cosmetology and Barbering programs with an adequate building. Our ACBSP Accreditation Affirmation is set for 2025. It will be beneficial to attend the conference to learn what is required for the 2025 event.

The Cosmetology and Barbering programs are located on the East side of NNMC's campus. They are housed in three portables, two of which are dilapidated and one which has been previously remodeled but is still in need of restoration or replacement. These portables provide about 6000 sq. ft. of classroom and lab space and are used for lectures, instructions, and practice of the Cosmetology/Barbering profession.

III. Future Projects

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

DoBA will continue to develop 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 a pipeline with Los Alamos National Laboratory for an associate of art in business administration, bachelor degree in project management and a certificate in project management; increase dual credit offerings, and continue working with New

Mexico Highlands University (NMHU) by sharing accounting other business courses. DoBA is planning to support local high schools by providing project management courses that will lead to a Certified Associate of Project Management (CAPM) certification. The Department will use Prior Learning Assessments (PLA) to grant credit for many business courses. These would include credit for military courses, AP, local exams, CLEP exams, and Portfolios. The plans are to develop a Winter Session, 8-week online/hybrid, and face-to-face courses to allow our students to complete their degrees and certificates in an accelerated timeframe.

The Department will work closely with the Carpenters Union to provide a pathway for certificates, associates, and bachelor's degrees in management and project management. This pathway will include granting credit for prior learning. 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.

Department of Arts and Human Sciences

Chair responsible for this report: Dr. Robert Beshara & Mr. Mateo Frazier (former Chair)

I. Annual summary of activities

A. Enrollment

Arts and Human Sciences (AHS): Based on Institutional Research's (IR) "Spring 2022: End of Term Enrollment Report," AHS Head Count from Fall 2021 to Spring 2022 had declined from 112 to 97. AHS has experienced a decline in headcounts this year. Moreover, AHS currently has 79.0 FTE, and AHS comprises 10% of declared students.

Arts, Film, and Media (AFM): Based on IR's "Spring 2022: End of Term Enrollment Report," AFM Major Head Count from Fall 2020 to Spring 2021 had declined from 14 to 12. AFM has experienced a decline in headcounts this year. Moreover, AFM currently has 10.0 FTE and 21% of the total SCH generated at the institution, second only to Business Administration at 22%.

B. Student Success

AHS: 85 students from AHS graduated in the Spring of 2022.

AHS was awarded \$20,000 from the NM film giveback program for a total of \$80k since 2017.

AHS updated and approved department-wide SLOs and action plans and began implementing the Watermark assessment management system. AHS also conducted a comprehensive advisee audit and continues to employ invasive advisement techniques, including regular 1 on 1 communication with all AHS majors.

C. Communication

Throughout the 2021-2022 Academic year, the department met every month. All agendas were recorded on a shared Google Drive. Additionally, the Chair, Director, and faculty uploaded documents regarding assessment, curriculum, and program review of Psychology and Humanities

into Google folders on Google Drive and made them available to all departmental faculty. Ongoing departmental meetings, with weekly check-in as needed, are facilitated through zoom.

D. Team Spirit

The department concluded its first full year of full integration of HSS/AFM and was successful at collaboratively updating department-wide SLOs and goals for the coming year.

The Arts & Media emphasis committee completed their work, and the emphasis is now available to students and will be outlined in the 22-23 catalog.

There was a significant turnover in FT faculty. A total of four FT faculty retired/relocated in 2022, and three FT faculty remain. A nationwide faculty search was conducted, and three new FT faculty were hired. They will report for duty in August 2022 (pending visa processing for two of them) for the fall semester for a total of six AHS FT Faculty. AHS anticipates a notable improvement in cohesive student recruitment and retention strategy going forward.

II. Challenges

A. Enrollment

AHS has experienced no change in “Unduplicated Declared Majors,” AHS continues to hold a Head Count of 97, bucking the trend of decline institution-wide. This longer-term trend, compounded by the pandemic’s hit on enrollment, and the aging of New Mexico’s population, presents the department, and Higher Education as a whole, with the task of developing more strategic and sophisticated online marketing and recruitment, robust advising efforts, and more open pathways for non-traditional students to transfer in credits from the workforce and other institutions.

B. Student Success

With the continuance of the pandemic, daily, face-to-face communication was a challenge; however, committed AFM faculty communications and a Peer Advisor’s email updates and instructive videos have put us on the road to encouraging more student success. Moreover, before the arrival of the pandemic, students requested more online classes, and the pandemic has offered us the opportunity. Two more FT AHS faculty completed their Online Teaching Certification, and ten courses were submitted and approved for WEB delivery. A continued focus on developing online courses will continue from 22-23.

AHS is strongly committed to offering more online courses to students and capturing returning students or those working full time through those offerings. AHS also endeavors to develop/provide more 8-week courses and improve our student service interactions' response time and quality.

C. Communication

Communication with student services must improve, as it is students’ first point of contact. Good, prompt customer service is necessary to survive in this trying environment. AHS Department

continues to be challenged in maintaining adequate communications with students due to incomplete or defunct student contact information. Although, the student response rate has improved through email as all students have been driven to remote learning due to the covid crisis. AHS Department will continue to hold regular monthly departmental meetings for; staff, faculty, and adjunct faculty and regularly communicate departmental and college-wide announcements through email, phone, and postal mail. We continue to seek impactful community development initiatives by reinvigorating our Arts, Film & Media Advisement Committee (AFMAC) with new members and more consistent communications. The primary aim of the AFMAC in 2022-23 will be to garner guidance and support in the growth of our integrated studies Arts and Media B.A. program.

D. Team Spirit

The AHS department is very optimistic as we look forward to the post-pandemic landscape and feel confident in our ability to adapt to the increasing challenges facing higher education by employing collaborative/cross-disciplinary initiatives.

E. Budget requirement to address challenges

In this fledgling online environment, more marketing and digital and distance learning infrastructure is necessary and should be the primary focus for all novel budget increases in 22-23.

III. Future Projects

A. Enrollment

AHS is looking forward to Academic Year 2022-23. AHS is committed to continuing its three previously identified goals/objectives: a) Increase FTAC recruitment by 20%; b) Maintain 80% declared major retention; c) Increase dual-credit participation by 15%. We also seek to develop a comprehensive online marketing strategy that capitalizes on our human capital/skills, including video-rich content on social media channels.

B. Student Success

AHS Faculty and staff will continue to provide regular advisory support throughout the academic year, with a particular focus during pre-registration windows to ensure adequate academic progress. AHS staff and faculty will also endeavor to improve communication with advisees and prospective students through email/text by validating student contact information at the beginning of each semester and identifying and instituting a group text/SMS platform. We will continue exploring ways to connect students to jobs through meta-data analysis (Grays Associates) and researching trends in our respective disciplines. We will also continue to scrutinize the relevance of our current offerings in the context of our quickly evolving economic landscape and commit to proactivity in our programmatic decisions. Lastly, we endeavor to employ data-driven course scheduling beginning on Spring 23.

C. Communication

AHS Department will continue to meet monthly as a department. We also seek to expand our marketing and communication with prospective students through a more robust internal marketing campaign. AHS faculty will also endeavor to improve student communication through email/text by validating student contact information at the beginning of each semester and identifying and instituting a group text/SMS platform.

D. Team Spirit

AHS Department staff and faculty will endeavor to support a collegial, professional environment that engenders cooperation through regular communication, shared governance, and committee participation college-wide on faculty and institutional operations-centered committees. We will continue to serve the college and community-at-large through quality services in the use of our facility for special events and seek out opportunities for co-curricular activity collaboration.

Department of Language and Letters

Chair responsible for this report: Chair, Lori Franklin

I. Annual summary of activities

A. Enrollment

Language and Letters (LL) continued efforts to increase enrollment. First of all, the department developed a new Certificate of Literary Editing and Publishing Program. This program will provide opportunities for students involved in *Trickster*, student newsletters, blogs, or other literary projects to gain a certificate degree. Departmental faculty have begun creating partnerships with Espanola Valley High School and Upward Bound to support enrollment in this program.

With the help of our Peer Advisor, the department created two issues of an AA Liberal Arts Newsletter in the Fall 2021 Semester. The October 2021 issue highlighted newly developed suggested pathways. The December 2021 issue highlighted the experiences of past, present, and future editors of *Trickster* and featured a poem published in *Trickster* written by an AA Liberal Arts student. These newsletters were intended to promote the AA and generate interest in our newly approved Certificate program.

Additionally, the department made efforts to increase outreach to advisees. The total number of advisement sessions in Fall 2021 increased by 15% from Fall 2020 and 23% in Spring 2022 from Fall 2020.

Finally, to increase enrollment in our courses, department faculty continued efforts to become certified to teach online and to certify our courses. Distance Education (DE) approved the following courses through a QM review during FY 21/22: ENGL 109N (HYB); ENGL 109NL; ENGL 1110 (2 sections); ENGL 1120; ENGL 2310; and ENGL 1410. Two full-time faculty members are certified to teach online and have had multiple courses approved. Additionally, a full-time lecturer and three additional adjunct faculty have completed the professional development courses to be certified to teach online. These efforts will increase our ability to offer more WEB and HYB courses to meet students' needs and support greater enrollment.

B. Student Success

To support student success, the department engaged in various activities: creating Student Success Tips for 8-week courses, adopting OER resources in two general education courses, and developing mandatory Writing Center visits in Composition courses.

Through coordination with the 8-week implementation committee, the Department Chair developed a document for students with tips on how to succeed in 8-week courses. The document was broadcast in the AA Liberal Arts Newsletter and the Weekly Eagle and distributed to faculty. The document included proven strategies to help students stay organized and on track in the accelerated courses.

Another effort to support students was to adopt OER resources in all sections of COMM 1130 and ENGL 1210. This transition to free resources included researching textbook options, redesigning the curriculum, and integrating the textbook into the courses. Students in those courses can now save resources they would have spent on textbooks and do not have any issues accessing the materials on the first day of class.

The Department Chair, along with three adjunct faculty, participated in a series of workshops with faculty from Amarillo College as professional development to support the redesign of our ENGL 109N and ENGL 1110 co-requisite courses. Following the professional development, faculty collaborated in partnerships to team teach two co-requisite sets of these courses. In one co-requisite set, the pass rate of ENGL 109N was 81% compared to 46% in ENGL 109NL in the FALL 2021 semester. The pass rate of the ENGL 1110 in this set was 72% compared to 63% in ENGL 1110 in the FALL 2021 semester. The faculty involved in this project continue to collaborate and improve these courses to support greater student success.

In the Spring 2022 semester, the Writing Center Director and Department Chair collaborated with faculty teaching composition courses to develop assignments requiring students to attend the Writing Center. This effort was piloted in five second 8-week English courses with a plan to expand the effort in the Fall 22 semester. The Writing Center Director also worked with tutors and faculty to develop student and instructor satisfaction surveys to collect data on how the Writing Center can better support student success and faculty efforts.

C. Communication

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

Regular meetings open to full and adjunct faculty were also held to maintain communication and support. Topics for these meetings included integrating Writing Center Assignments and using the online exercises for the new handbook (common to all composition courses). A special meeting was held to address how to best support student persistence. Before the meeting, full-time faculty researched best practices and shared these resources. During the meeting, an online jam board was used to collect ideas shared with the administration and faculty. Two of the ideas from this meeting have received funding approval from the Title V Director.

D. Team Spirit

To support team spirit, the department created opportunities to communicate and support one another through open meetings and collaborations. Faculty collaborated on redesigning our co-requisite courses, developing a departmental strategic plan, and the new Certificate of Literary Editing and Publishing. Departmental faculty gained insight and direction from the annual meeting with our External Advisory Board.

Language and Letters celebrate the publication of the latest edition of *Trickster 2021, The New Normal*. With a focus on how the pandemic has impacted our lives, this edition connects our campus community through the shared struggle and the persistence of creativity and hope. Departmental members are extremely proud of our student editors, student writers, faculty, staff, and community members for contributing to the creation of this edition.

Efforts were made to express gratitude for hard work consistently and to let faculty know that the virtual office door was open. Faculty members with experience submitting courses for QM review shared ideas and coordinated meetings with DE for additional support. Faculty shared assignments and resources that helped engage students in active learning. Faculty collaborated to provide congratulations cards to our graduates and celebrate their success. The AA Liberal Arts newsletters celebrated the experiences of our student editors and our AA Liberal Arts graduate, who was also published in *Trickster*.

II. Challenges

A. Enrollment

Language and Letters experienced significant challenges in enrollment. The number of declared majors in the AA in Liberal Arts showed a decrease in the Fall 2020 semester with 31 students (compared to 35 in Fall 2019) and a slight reduction in Spring 2021 with 22 declared majors (compared to 23 in Spring 2020). Several factors may be contributing to this decreased enrollment. Analysis can lead to a greater understanding and help the department address the issues.

First of all, despite efforts to raise awareness of the value of a liberal arts education, many students express a desire for a program that directly leads to a specific job, and the AA Liberal Arts are more diverse and foundational. This may be part of the challenge of growing enrollment. Secondly, some students transferred to other NMMC programs. This is not perceived as a loss since that is part of our goal to help students begin their academic journey, build a foundation, and find a direction that is a good fit for their talents and goals. Sometimes, that means these students

change majors. The final factor that may be contributing to enrollment drop is that many AA Liberal Arts students declare this program because they are undecided. While the program is a good fit for students in this position, some undecided students are not as committed to their classes or education because they still have not found a passion to fuel their efforts. Thirty-three percent of AA Liberal Arts students were placed on Academic Probation or have a cumulative GPA that is less than 2.0 in Spring 2022. This low GPA will impact financial aid eligibility and may be part of the reason students do not respond to emails, phone calls, and text messages to schedule an advisement session and register for the next semester.

The department faced challenges with graduation headcounts, but did see an increase. In FY 20/21, only four students graduated with the AA Liberal Arts. In FY 21/22, that number increased to seven students. This shows some recovery since the drop due to COVID. The department will continue efforts to increase advisement, create WEB options for our courses, and work with students, dual credit coordinator, and high school counselors to increase graduation rates.

B. Student Success

Many AA Liberal Arts students are struggling academically. Six out of 18 declared students (33%) in the Spring 2022 semester are either on Academic Probation or have a GPA below 2.0 which impacts their financial aid eligibility. These students are first-year students and clearly need more academic support or stronger student survival skills to succeed in college. Strategies to provide these students with academic guidance during the semester and not just advising outreach to plan for the next semester may provide these students with the support they need.

In our Composition courses, we are still struggling with low pass rates. In the Fall 2021 semester, our average pass rate for composition courses was 59% (46% in ENGL 109NL, 63% in ENGL 1110, 50% in ENGL 1120, and 82% in ENGL 1410). Faculty have been receiving training in online instruction and course development for the co-requisite ENGL 109N and ENGL 1110 courses. In the Spring 2022, we did see improvement with an average pass rate of 71% for all Composition courses.

C. Communication

Despite our increased presence on campus, the department has faced the ongoing challenge of communicating remotely. In the Fall 2021 semester, all courses were scheduled as remote or WEB courses; in the Spring 2022 semester, we planned for live classes, but when the situation with COVID became more intense in November and December of 2021, those classes were converted to remote delivery. Communication within the department and with students and support staff was made more difficult with the uncertainty of campus presence and course delivery. It was challenging to deliver accurate and precise messages with so many unknowns and continuing developments due to new variants and increased cases of COVID.

Without the advantage of daily in-person interaction with each other, faculty and staff have been challenged to maintain communication and collaboration. To address this challenge, all faculty and staff have continued the commitment to respond to email communication quickly (almost always within 24 hours). Faculty take advantage of Zoom meetings, Google Drive, and Google docs

to share documents, engage in discussion, and collaborate on departmental efforts. Department Chair and Administrative Assistant have weekly virtual meetings to discuss tasks and deadlines.

D. Team Spirit

The department has been challenged to sustain a positive mindset despite uncertainty with the pandemic and a sudden change in leadership. The college President resigning in the Fall 2021 semester, the prospect of engaging in a new Presidential search, and the transition to an interim President have all created anxiety and insecurity among faculty and staff. Along with the college President, there has been a significant turnover in leadership positions, such as Admissions, Registrar, Dual Credit Coordinator, Director of Advisement, and Distance Education staff. New hires and the consistency of processes have helped to stabilize the college, but this many resignations and transitions challenges team spirit.

The continued uncertainty of course delivery has also created challenges to team spirit. The need to transition live courses to remote prior to the Spring 2022 semester demanded that faculty reframe their curriculum. Many live courses have not been making enrollment, which also creates anxiety about the future of live courses and student presence on campus. During the Summer session, three of the six live courses (50%) had to be cancelled due to low enrollment, while all WEB courses made enrollment with an average of 14 students. Clearly, students are choosing WEB courses, even as faculty observe some students need face-to-face instruction for success. This creates faculty stress even as instructors have been receiving training and gaining QM approval to accommodate this shift.

To address these challenges, departmental faculty continue to support each other, to create safe spaces to express frustration and concerns, and to remind ourselves of the value of a liberal arts education and the skills of communication, creative expression, and critical thinking. The prospect of developing a new Certificate program and hiring a new full-time Faculty provided hope for continued departmental growth. Possible partnerships with Upward Bound and Espanola Valley High School and funding for professional development to offer courses in student blogs and pod casts created renewed energy and excitement among faculty.

E. Budget requirement to address challenges

Departmental faculty are interested in developing courses on blog writing but need professional development. These courses would support the new Certificate of Literary Editing and Publishing and, due to current trends, should be popular among students.

The following professional development courses, along with free resources, would provide helpful training to move forward with this initiative: \$34.99 Blogging Masterclass, \$85 Word Press, \$197 Intentional Blog. For four full-time faculty to participate in these courses, the total request is \$1,267.

III. Future Projects

A. Enrollment

Language and Letters will gain a full-time faculty member in the AY 22-23 year. This will increase the number of faculty advisors and allow the department to increase advisement outreach practices. The departmental advisors will implement more intensive advisement by calling students, preparing degree plans, and creating promotional videos to recruit new students. Videos will target undecided students, students who will be transferring to programs not offered at Northern, dual credit students, high school counselors, and high school parents. Faculty will promote the new Certificate through Creative Writing Courses, Composition classes, and partnerships with Espanola Valley High School Journalism program and the Upward Bound Newsletter.

Along with increased advisement, Departmental faculty will create promotional materials to celebrate programs, students, the Writing Center, and *Trickster*. Additionally, through professional development, faculty will gain the expertise needed to offer courses focused on writing blogs and support the development of the Certificate of Literary Editing and Publishing.

B. Student Success

To support student success, Language and Letters has proposed an academic coaching pilot program. The program will be funded by Title V and directed by Language and Letters adjunct faculty. Two departmental adjunct faculty will serve as academic coaches. The program seeks to support students' ability to create effective student success strategies with the support of an academic coach.

Another FY 22/23 effort will be to increase the integration of required Writing Center sessions into the composition courses. The department has been sharing ideas for possible assignments and integrating required sessions into English courses. The Writing Center is also collecting data on student and faculty satisfaction surveys with the hope of continuous improvement of our student support services.

In response to recent data that a significant percentage of first year AA Liberal Arts students are being in academic trouble, departmental advisors will begin mid semester- advisement sessions to provide support to struggling students. Advisors will coordinate with students and faculty to address issues that may be preventing students from successful completion of their courses.

C. Communication

Provided campus restrictions continue to lift, departmental faculty can engage in more in-person communication with students, advisees, faculty, and staff. Faculty can offer both in-person and virtual advisement sessions and office hours. This flexibility will increase our ability to communicate in ways that address individual needs and preferences. Regular and increased presence in the faculty office provides additional opportunities for informal communication, support, and sharing of ideas.

To support clear communication, the department will continue monthly meetings, open meetings for adjunct and full-time faculty, quick response time to emails, annual meeting with the External

Advisory Committee, and use of the departmental goggle drive for minutes, agendas, schedules, and advising logs.

D. Team Spirit

Departmental faculty and staff members can expect a boost in team spirit due to several factors. First, the department welcomes a new full-time faculty member and looks forward to collaborations supporting Language and Letters' mission and goals. Secondly, the new Certificate of Literary Editing and Publishing program will be implemented in the Fall 2022. Additionally, departmental faculty will hopefully be involved in professional development to learn more about blog writing.

Department of Teacher Education

Chair responsible for this report: Dr. Sandra Rodriguez

I. Annual summary of activities

A. Enrollment

Unduplicated Declared Majors

Enrollment numbers for the Department of Teacher Education decreased significantly during the 2021- 2022 academic year. In the fall of 2019, there was a total of 88 students enrolled, marking a slight 6.02% increase in students from the previous spring 2019 semester of 83 students. While student enrollment fluctuated between the spring and fall semesters, student enrollment remained constant from spring 2020 and spring 2021 with 85 students. Student enrollment decreased slightly between the spring 2021 and fall 2021 by -3.4%. The decrease in student enrollment continued during the academic year, with a significant decline in student enrollment of -15.66% between the fall 2021 and spring 2022 semesters.

Unduplicated Declared Majors-% Change by Semester					
Fall Semester	Student Enrollment	% -/+	Spring Semester	Student Enrollment	% -/+
			2019	83	
2019	88	+6.02%	2020	85	-3.4%
2020	94	+10.58%	2021	85	-9.57
2021	83	-2.35%	2022	70	-15.66
	3-Year Average			3-Year Average	
Fall 2019-21	88		Spring 2020-22	80	

Unduplicated Majors by Field and Degree

The enrollment trends for each of the majors by field and degree indicate that the Alternative Licensure Certificate program collectively has remained almost the same between the spring 2021 (19 students) and spring 2022 (18 students). The Associate of Arts in Early Childhood also remained fairly consistent with six students in the spring 2021 and seven students in the spring of 2022. The Bachelor of Arts in Early Childhood Education significantly decreased by -41.66%. The

decrease in majors aligns with the decrease in student enrollment for the same time frame. The Associate of Arts in Elementary Education remained constant between the spring of 2021 and spring of 2022. There was moderate -21.42% decrease in the Bachelor of Arts in Education majors from the spring of 2021 to the spring of 2022.

Unduplicated Declared Majors by Field and Degree							
	ALP ELEM	ALP SECON	ALP SPED	AA ECED	BA ECED	AA ELEM	BA ELEM
SP 2020	10	5	6	11	27	4	22
SP 2021	9	4	6	6	36	2	28
SP 2022	12	3	3	7	21	2	22
3-Year Average	10.3	4	5	8	28	2.6	24

B. Student Success

Student success is measured by data collected in three areas; student graduation rates, student pass rates for the required teacher licensure exams, and employment. Employment data was not collected 2021-22. Graduation rates have continued to increase over the past three academic years. There was a significant decrease in graduation rates for the 2021-22 academic year with a -26.0% rate.

Student Graduation Rates							
Academic Year	Alternative Licensure	ECED AA Graduates	BA ECED Graduates	AA ELEM Graduates	BA ELEM Graduates	TOTAL	% -/+
2019-20	18	6	7	3	9	43	+27.9%
2020-21	8	8	15	9	10	50	+16.28%
2021-22	11	4	10	4	8	37	-26.0%

Entrance and Exit exams were required for teacher candidates enrolled in any of the licensure programs for most of the 2021-2022 academic year. The exams are not required for individuals enrolled in the BA programs if they do not plan to apply for a teaching license. Title II Pass Rate data is provided to all institutions with a licensure program and must be used for state and federal reporting, program approval, and state and national accreditation. The Title II Report indicates that more NNMC students are now attempting the exam and successfully passing the required testing. Pass rates are steadily increasing for both the ALP and Traditional programs.

Graduating Licensure Students ONLY- Title II Data Results				
Academic Year	Alternative Licensure graduates	ALP Yearly Pass Rate #’s must be ≤ 10	BA Traditional ECED & ELEM graduates	BA Traditional Yearly Pass Rate #’s must be ≤ 10
2018-19	4	#'s too low for %	8	#'s too low for %
2019-20	17	40%	10	20%
2020-21	7		7	
3-Year Graduate Total	26		25	
*The 3-year average-#’s must be ≤ 10	62%	62%	28%	

C. Communication

In the summer of 2021, the Department of Teacher Education was given permission to return to campus and work from campus offices as long as everyone agreed to observe all COVID protocols as established by the administration. The ability to work together as a group tremendously help support the lines of communication between the faculty, staff, and students. Students knew we were available to meet with them via ZOOM or if they were vaccinated, they could stop by the department as needed. The on-site permission to work on campus was critical as the Department prepared for the Spring 2022 NMPED Accreditation visit. Clear lines of communication were needed as data was systemically organized, analyzed, interpreted and presented to the accreditation team.

D. Team Spirit

Maintaining a level of Team Spirit was a challenge. The NMPED Program Accreditation process was demanding. The State visit took place virtually in early February. Little to no provisions were extended for the two-year COVID environment and moving from a fully face-to-face course delivery system to a fully on-line course delivery system. The visit’s preliminary findings secured that our programs’ accreditation status would continue for another cycle, which was a big win for the Department. Both strengths and weakness were cited which could now be used as we immediately moved into action to begin work on our CAEP national accreditation Self-Study Report and preparation for the scheduled spring 2023 visit.

I.

II. Challenges

A. Student Enrollment

Student enrollment for all programs decreased during the 2021-2022 academic school year. The decrease in enrollment mirrored the overall college student enrollment decrease. The COVID environment made it difficult to recruit and retain teachers. The online format required for teaching made it difficult for not only the teachers in the field, but also the students they served. Many of our students are employed within the schools and they took a leave of absence from their college programs to focus on their employment demands. Some of our students left the teaching profession all together.

B. Student Success

The one striking challenge the Department of Teacher Education is with the licensure students' ability to meet the pass rates for the licensure exams. In order to address the low pass rates, significant support systems were implemented. The continued support of purchasing exam vouchers for students, tutoring and the addition of a Coordinator of Student and Faculty support realized increased student participation in taking the required exams and a significant increase in student pass rates. This was a great success for students.

C. Communication

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

D. Team Spirit

Team spirit continued to be a challenge as the heavy workload for the NMPED Accreditation visit took a toll on the small staff of two and one faculty. The additional work required of the small group took a toll

E. Budget requirement to address challenges

The budget for the Department of Teacher Education did not support the addition of full-time faculty that offered competitive salaries. It made the recruitment and retainment of faculty problematic. Faculty resigned or turned down offers noting they had to make decisions based on financial needs. They could earn a minimum of \$20,000.00 more working for school districts.

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

III. Future Projects

A. Enrollment

In order to attract individuals into the teaching profession, the New Mexico Public Education Department initiated several incentive programs that would be implemented during the 2022-2023 academic year. Six grant applications were submitted in hopes of supporting the recruitment and retainment of teacher candidates. Funding was allocated for one small NMPED grant to develop a summer language institute that could have positive implications for the future and for two larger grants that totaled \$1,069,250.00. The remaining three grants remain outstanding.

The Department of Teacher Education received its third round of funding for *Teacher Affordability Scholarship* in 2021-22. An award of \$52,503.00 supported 23 teacher candidates in 2019-20, 7

recipients graduated that year and 14 recipients returned for the 2020-21 school year for a 95.6% retention rate. In 2020-21, 52 students were awarded scholarships, 18 students graduated and 23 students are registered for the 2021-22 fall semester for a 78.2% retention rate.

Academic Year	Total Award Amount	Students Awarded	Graduates	Retention Rate for Returning Recipients
2019-2020	\$52,503.00	23	7	
2020-2021	\$175,719.00	52	18	(14) 95.6%
2021-2022	\$168,375.00	50	14	(23) 78.2%

B. Student Success

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

C. Communication

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

D. Team Spirit

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

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

Department of Biology, Chemistry, and Environmental Science
Chair responsible of this report: Joaquin Gallegos

I. Annual summary of activities

A. Enrollment

Enrollment for both headcount and FTE decreased from AY 20-21 to AY 21-22.

Semester	Fall 20	Spring 21	Summer 21	Fall 21	Spring 22	Summer 22
Student Headcount	129	116	48	110	82	26
FTE	112	102	N/A	95.5	67.67	N/A
SCH	1137	1304	N/A	1046	922	N/A

COVID-19 shutdown and associated campus closures, have been difficult on BCES and many of their functions. Enrollment continued to decline from the all-time high of Fall 19 (headcount 141). The Fall 19 headcount may have been abnormally high due to the introduction of the LANL/RCT partnership. However, the enrollment prior to this banner year was around 110 to 120. The popularity of the LANL/RCT partnership has plateaued and enrollment has subsided. However, the Spring 22 enrollment is dramatically lower than normal. Headcount, FTE, and Student Credit Hours are all down between 30-33% from the previous spring. Applicants to the LANL/RCT partnership have fallen to below 10 applicants. Traditionally several Radiation Protection students were changing careers. With current the current job market, the decrease in applicants may be a result of increased opportunity within the job market.

Mentorship, relationship building, and research opportunity have been the hallmark of the BCES department. These aspects were very successful prior to COVID and the department prided itself in them. However, during COVID these strengths became weaknesses as faculty were not able to build those relationships and recruit new students. This has impacted enrollment and severely impacted faculties' ability perform research.

As a department BCES anticipated this will be the bottom of enrollment and with a return to in person classes, enrollment will start to rebound. Lab sciences look to accommodate the online and in person students with a combination of online, hybrid, and in person courses.

B. Student Success

Despite many challenges related to COVID, many students continue to graduate, succeed, and continue on to their goals. In particular at least one Spring 22 graduate will continue to a PhD program and another was accepted to medical school. These two students did start the program prior to COVID and were able to obtain mentorship that assisted with their success. Assessment

for 21-22 in general was positive with many courses meeting targets. Appendices to report show full details.

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

C. Communication

Communication continued via zoom meetings, emails, and phone calls. Within the faculty and staff, communication was adequate. Between faculty and students, it was not optimal. Anecdotal stories from faculty include students suddenly disengaging from courses and some students struggling to complete courses.

BCES faculty on a regular basis receive student opportunities through email. These opportunities are forwarded on to students. Students have regularly applied to some of these opportunities with varying success. There has been a decrease in student interest in these opportunities.

The BCES department continues to collaborate with LANL, N3B, INBRE, NIH, and Greenroots Institute for a variety of objectives. Most notably NNMC partnered with N3B for a very successful hiring event. From this initial event, the career services department has taken the lead and two events are planned for the fall 22 semester. Word of the success of this event has spread and Radiation Protection areas in LANL are now interested in hosting a similar type of event. These collaborations have produced benefits for the students and the institution and can be further celebrated.

D. Team Spirit

BCES faculty and staff are anxiously awaiting returns to campus for Fall 22. Resuming many of the normal departmental activities will hopefully improve recruitment and retention of students within the department.

Two faculty members were granted tenure in AY 22-23. BCES now has 6 tenured faculty and 1 tenure track faculty. This brings a great deal of stability to the department and will continue to benefit our student population. With key faculty within distinct areas of specialty, students can be mentored in their areas of interest. Utilizing indirect cost funds, the department has invested in computers and technology for faculty and staff, preparing for the return to campus. In addition, with the installation of in class technology, faculty are exploring the possibility of offering courses in their specialty online and attracting students from other institutions.

Numerous BCES courses have been submitted to Distance Education for Quality Matters approval. While the focus is not to offer all these courses all the time online, they now provide options for

faculty to offer one section online and one in person to accommodate both full-time and part-time students.

II. Challenges

A. Enrollment

With a continued decrease in enrollment, BCES faculty is looking forward to on-campus activities to excite and encourage student participation. COVID has exposed many of BCES strengths as weaknesses in current conditions. BCES historically has conducted invasive advisement. BCES will resume invasive advisement in AY 22-23 and incorporate the lessons learned from distance learning. This includes encouraging advisement to majors during class time. In addition, casual encounters in the building can lead to informal advising. Many of these methods create a very welcoming environment but are eliminated with distance learning. Many students continue not well adapted to respond to emails and do not care for online courses.

As a result, many have chosen to wait till in-person courses resume. Similarly, the charisma of professors out of class serves as a recruitment method for the programs for undeclared students and those changing their majors. This method is very limited to distance learning and electronic communication.

B. Student Success

With the assistance of the Assessment Coordinator and the incorporation of Watermark, assessment has been more efficient. Although assessment is a work in progress and the BCES department continues to reinforce a culture of assessment, utilizing share drives, sharing rubrics, and assessment tools have created a more comfortable assessment environment.

C. Communication

With the increased stability within the department with two new associate professors, communication within the department has been consistent. With turnover within the college as a whole, many BCES members were unclear on who to communicate with outside the department. The addition of the section on new hires and separations with the Provost's regular email report has eased this confusion and BCES looks forward to work with the new members of the NNMC family.

D. Team Spirit

The easing of COVID restrictions on campus facilitated easier campus access. With the increase of campus access revealed some problems with the physical facilities. Many areas within GE and High Tech suffered equipment and facilities failures. This included leaking roofs, broken pipes, and failed equipment. While most of these issues have been resolved, it was hard for some faculty to enter campus and see poor conditions in their offices or labs.

E. Budget requirement to address challenges

With current economic conditions, there has been a great deal of inflation that has impacted the price of many laboratory goods. A 15% increase (\$2,100) to a science supplies budget that has been static for over 7 years will help keep up with rising costs.

The presence of an IACUC compliant lab also requires additional investment. The hiring of Fish Lab Tech would require \$16,000 annually and facilitate IACUC compliance.

Historically, faculty have relied on grants, indirect funds, and other small Non-I&G funds to support Undergraduate Research Experience and Capstone courses. These courses require supplies and occasionally the purchase of equipment. In order to continue to offer quality research experiences for students there is a request for \$2,400 (six faculty offering these courses, two semesters, and one student per semester at \$200 worth of supplies). While this does not truly represent the cost of offering a research course, it will assist with current increases in prices also.

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

Currently, the majority of science courses are offered in the General Education building. This building was built when there was only a nursing program and the only science courses were in support of the nursing program. Since that time, four science programs have been established and are housed in two different buildings. Many of the facilities are not modern, while refurbished still do not contain many amenities, and lab scheduling is not driven by student needs but by lab space availability. This request may be outside of a “Christmas List” but it may be a GO Bond or RPSP type of request. Depending on the number of floors a building anywhere between 12,000 sq ft (comparable of GE), to 22,000 sq ft (comparable to HT) would be sufficient for labs, lectures, and faculty. Assuming a cost of \$200 per square foot, the building could cost \$2.4 - \$4.4 million dollars. While this is a large ask in a time of decreasing budget, with the desire to increase student populations, space will continue to be a concern.

III. Future Projects

A. Enrollment

BCES will continue to collaborate with LANL, N3B, INBRE, NIH, and the Greenroots institute. The 5-year contract with LANL is in its 5th year and negotiations have started with LANL. The current contract with N3B ends at the end of the calendar year. A new cohort of two nuclear operations apprentices will start on Fall 22, so most likely this contract will continue. INBRE will continue to fund research and student URE courses within Biology. With the expertise of the newly formed Biology EAC, the Biology program will explore the potential within the area of bioinformatics. This could bring funding, resources, and career paths for students who do not want to pursue graduate school in biology. Capital outlay money was awarded to Sostenga and major equipment investments will be made. This has the potential to increase collaboration and community

involvement. There will also be a new farm manager position tied to this funding. The intent is to recruit students interested in traditional agriculture to NNMC.

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

B. Student Success

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

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

C. Communication

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

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

D. Team Spirit

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

Department of Engineering and Technology
Chair responsible for this report: Dr. Sadia Ahmed

I. Annual summary of activities

The FY 22 had been similar to FY 21 for the Department of Engineering and Technology (DET) that showcased some achievements and successes in accordance with the NNMC strategic direction. Due to continuing COVID restrictions and remote offering of courses, DET faced its challenges similar to the previous year. The annual DET activities are presented below according to the NNMC strategic direction.

A. Enrollment

The DET enrollment decreased in FY 22 again in comparison to the previous years. Both the Electromechanical Engineering Technology (EMET) and the Information Engineering Technology (IET) programs graduated a significant number of students in the Associate and Bachelor degrees within the last 3 to 5 years. In FY 22 alone, the EMET program graduated one BEng EMET graduate and ten BEng IET graduates in addition to AEng degree graduates. The enrollment of new students did not significantly increase, resulting in an overall decrease in enrollment. Although the continuing remote offering of courses attracted some off-campus distance students, this number was not enough to meet the reduced on-campus local students who preferred traditional course offerings.

To address this decrease in enrollment, the DET faculty modified both EMET and IET curriculums significantly to create solid pathways for dual credit students from the High Schools. These curriculum changes were approved in fall 2021 and will be in effect in the fall 2022 catalog and onward. For example, some core fundamental required courses, such as ENGR 1121L, ENGR 1122L, and ENGR 2215, have been modified from two credits (cr) to three credits and expanded over 16 weeks instead of 8 weeks. This will allow dual credit students to get into these courses immediately since they can only take 3-cr. Another example would be creating several elective concentrations such as Solar Energy, Python, and Drafting as part of the AEng Pre-engineering program. These concentrations separately would lead to certificates.

To increase recruitment efforts from High Schools, the DET chair presented the DET programs to various classrooms and counselors of EVHS over zoom. As a result, there was a good number of EVHS student interested in the DET programs.

There has been a significant effort to update the existing articulations between NM 2-year degree programs and NNMC DET BEng programs. To increase the number of transfer students from other NM higher educational institutions, several articulations are in their final stages of being established. These articulations include but not limited to, are, between UNM Taos, WNMU, CNM, SFCC, and NNMC.

DET chair held two separate meetings with NNMC advisement team to inform them of the revised DET programs and the prerequisite free courses that the new students can register for in

their very first semester at NNMC. In addition, the advisement team was informed to pass every engineering student (enrolled in the DET programs or are interested) directly to the engineering faculty from their first semester at NNMC. That way, the respective DET faculty advises each student most effectively.

B. Student Success

ABET accreditation of both BEng IET and BEng EMET ensures that both the IET and EMET programs follow student-centric rigorous, and quality curriculums. Employers require engineering technology graduates from ABET-accredited programs for employment. The following ABET self-study report is due in the spring of 2025. Both the IET and EMET faculty are currently preparing their assessment reports for the assessed courses.

EMET and IET faculty members continued to closely advise students over emails, zoom meetings, and phone calls during the COVID campus closure. Several full-time working students found it more convenient to take remote classes that matched their work schedules. This resulted in a few students returning to the DET programs to complete their degrees. In addition to advising, peer tutoring continued to be provided over zoom meetings to ensure student success. Starting spring 2022, DET faculty have decided to advise all engineering students from their first semester at NNMC. This decision was made to ensure that engineering students can register in prerequisite free engineering courses from the very beginning. This way, the new students would feel more motivated, and that, in turn would increase retention.

Class schedules are created to match the students' needs. From fall 2022, many lower-level prerequisite free courses are offered after 3:30 pm to ensure an increase in dual credit students in those courses. The dual credit students can only take courses after 3:30 pm on weekdays. Engineering is perhaps the hardest discipline on the NNMC campus. After carefully considering engineering students, all DET courses are offered in a 16-week format to allow students to understand and grasp the course materials adequately. This would decrease the failure rates of DET students.

New courses have been offered to both IET and EMET students. These new courses, such as Python I, Python II, Solar Energy I, and Solar Energy II, Drafting II, helped students meet their degree-required elective course requirements. This course also helped dual credit students complete their college credit hour needs. Three new certificates are being formulated to assist student success in particular areas such as Python programming, Solar Energy, and Drafting.

In addition, EMET and IET program curriculums have been reviewed and revised to remove courses and credits that may pose as roadblocks to student success and completion of their degrees. All courses have been updated to be 3-cr instead of 2-cr to allow dual credit students in those courses and create a uniform distribution of credit hours throughout the entire curriculum for ease of matching transfer credits of transfer students.

C. Communication

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

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

External advisory committee meetings were held for EMET and the IET programs in Spring 2022. The committee members addressed future curriculum changes for both programs to meet current industry needs. Like the previous year, the meetings were held over zoom. During the IET meeting, besides the regular EAC members from academia and industry, IET alumni presence contributed to the discussion to enhance the IET curriculum according to the current industry needs.

From enrollment to advisement to graduation and finding jobs after graduation, DET faculty assist DET students. Various internship opportunities are available for students that are conveyed to the students regularly. The largest employer of DET graduates is LANL. Various job opportunities available at LANL are frequently passed on to both IET and EMET students. IET and EMET alumni also provide job opening information from their respective professions to help fresh DET graduates.

D. Team Spirit

A few of the DET faculty members completed training in online course offerings. This encouraged and energized faculty members to offer and promote online DET courses in the future. One EMET faculty, with the help of a Title III grant, developed six theoretical online courses that were offered in spring 2022 and will be offered in fall 2022.

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

Due to the remote environment owing to COVID, the annual faculty luncheon and student gatherings were not possible. These types of events bring the faculty and students together, boosting team spirits.

II. Challenges

The offerings of fully remote classes for both the EMET and IET programs created many challenges. Many students did not have access to the proper computers and software required for their classes. In addition, many students and DET faculty members had issues with poor to no network

connections. The absence of adequate full-time IET created additional loads on the chair. These challenges continued from the previous year.

One downside of remote offering is the severe lack of student interaction in classrooms and during advisement sessions. This continued in FY 22. Closed book and closed note exams that happen during traditional courses could not be successfully implemented in the remote environment. This resulted in student grades that may not reflect the true levels of student learning.

A. Enrollment

Like FY 21, remote classes offered through fall 2021 and spring 2022 reduced enrollment to a certain extent. Several students in both programs did not prefer the remote environment and decided to skip semesters until the campus reopened. On the flip side, a few out-of-state students enrolled in DET courses from other states.

Transfer students are often confused about which courses to take at NNMC to complete their bachelor's degrees. This resulted in hesitancy among transfer students to join the NNMC DET programs. To create clear pathways for transfer students, the existing articulations are revised, and new articulations are created.

Also, NNMC advisement needs to better handle the transfer students to transfer all their applicable credits from other institutions to be added to the DET programs. Upper-level courses must be offered regularly to graduate the transfer students in a timely manner. This is often impossible due to a lack of faculty in both IET and EMET programs.

Not all DET courses can be offered online, especially those with extensive lab components. This prohibits out-of-state students from taking NNMC DET courses.

B. Student Success

The total number of IET students was double compared to that of EMET students. The chair solely advised all IET students. She continued to advise students over emails, zoom meetings closely, and phone calls during the COVID closure in fall 2021, spring 2022, and in summer 2022. This increased workload significantly. With the help of a DET assistant, students were registered directly after the chair evaluated their transcripts and completed degree audits.

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

Due to a severe lack of full-time IET faculty, very high-quality IET capstone projects are not evaluated by IET faculty. Instead, they are evaluated by other faculty members, who, more often than not, do not have the background to recognize, appreciate, value, and grade high-quality capstone projects.

C. Communication

Faculty/staff/students often misinterpret communication over zoom and emails. During the remote environment, communication had been a concern.

D. Team Spirit

Handling faculty member concerns and issues sometimes create challenges. Full-time faculty often do not realize the exceptional challenges the chairs face daily and handle them tirelessly in addition to regular chair responsibilities. This misconception of full-time faculty about the chair's role sometimes creates unnecessary misunderstandings. Despite resolving faculty issues over several long meetings, DET faculty may still hold those misconceptions.

Due to the lack of full-time IET faculty (except for the chair) members, departmental decisions are primarily influenced by the EMET program and faculty members. Although two positions of visiting IET professors positions were advertised for over a year, the applied candidates were a few. When selective candidates were contacted for interviews, only one responded. The positions will be kept open.

E. Budget requirement to address challenges

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

Table: Budget request for FY23/24

One IET Lab Technician	\$20/hour for 20 hours/week	Two semesters = \$12,800
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III. Future Projects

A. Enrollment

NNMC DET programs (both IET and EMET) are graduating with Associate's and Bachelor's in record numbers over the last few years. This has been only possible due to aggressive advisement, strategic offering of courses, and keeping the students motivated. However, due to the increase in graduation, the total number of students has decreased as the inflow of students did not keep up with the high graduation rate.

To address these significant enrollment concerns, the DET has created several YouTube videos of DET students to reach out to NM and out-of-state students. DET programs have been placed in the Google search engine and GoEducate sites. This should attract more students to the DET programs in the near and distant future.

Several courses and certificates have already been created to attract dual credit students from High Schools. During fall 2021, a major revision of AEng Pre-engineering and AEng IET programs was conducted, and the curriculum was modified to give dual credit students a clear pathway to completion of their associate degrees. In addition, several concentrations are created, leading to short-term certificate programs that would encourage all types of students into DET programs.

DET has already started visiting schools and classrooms via zoom and in person over the last academic year, which will continue to increase in the next year.

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

B. Student Success

New and transfer students are often confused about the required steps to join the DET programs. They are also often confused about their expectations regarding courses, graduation timeline, faculty advisement, etc. To address these issues and to state student expectations and DET expectations of the students, a DET student guideline/brochure for the new and transferred students is being created and will be implemented in FY 22. This will be in addition to the existing engineering handbook.

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

Currently, DET broadcasts available job opportunities for both current and graduate students. Faculty members also assist students in applying for jobs. A new file has been created to retain graduated student contact information and their current job information. This information can be used to attract future students as well. This file keeps track of alumni who graduated in spring 2019 and onward.

C. Communication

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

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

Once the NNMC campus reopens fully in the Fall of 2022, student and faculty on-campus events will bring students and faculty together to enhance communication and team spirit.

D. Team Spirit

If any faculty leaves the DET programs, a void is created that often negatively affects the students. Students feel insecure about their degree programs. With the help of NNMC administration, DET is putting effort into retaining faculty and boosting faculty and students' morale. One success of these efforts is the recent salary increase to match the market. This may play an essential role in retaining DET faculty.

Department of Mathematics and Physical Science
Chair responsible of this report: Dr. David Torres

I. Annual summary of activities

An External Advisory Committee for the AS and BS degrees met in March 2022.

One full-time faculty member retired in January 2022, and another retired in June 2022. Our departmental lecturer left for a position with the NM State Department at the end of May 2022.

The Department developed a Data Science Certificate approved by the Board of Regents in March 2022.

The Department spent \$9,974 in Title III funds to purchase physics lab equipment for Algebra-based Physics I and Physics II. We also spent \$3,975 on Geology equipment from Title III funds.

In addition, five interactive boards have been purchased through Advanced Network Management (ANM) using \$38,000 of Title III funds and \$5,269 of Title V CASSA funds. Some boards have already been installed in GE 100, GE 201, GE 203, HT 101, and HT 129. In addition, Glass Dry Erase boards have been purchased for these rooms. Desks and chairs have also been ordered for the Math Center. The Math Center is also leasing a Xerox machine.

A. Enrollment

Currently, the Department of Mathematics and Physical Science has one BS student in Mathematics as of 7/1/2022. We had one BS graduate in Fall 2021. We have two new math majors in Fall 2022.

B. Student Success

Faculty in the department have continued to teach courses remotely. Only two courses were held face-to-face in Spring 2022. Faculty are now familiar with Zoom meetings, building assignments within the online courseware WebAssign, and using Blackboard to design classes.

The following courses have been QM approved:

- MATH 100N (Fundamentals of Mathematics)
- MATH 1215 (Intermediate Algebra)
- MATH 1220 (College Algebra)
- MATH 1250 (Trigonometry and Pre-calculus)
- MATH 1350 (Introduction to Statistics)
- MATH 1520 (Calculus II)
- GEOL 1110/L (Physical Geology)

The Math Learning Center (MLC) continues to be effectively managed where zoom tutoring is offered. The MLC covers all math and physics classes, business math, basic chemistry classes, and

some engineering classes. MLC tutors are adjunct instructors and students majoring in math and other STEM & Business disciplines. NNMCMC students were continuously supported at MLC Monday-Thursday 10 AM – 7 PM. In Spring 2022, additional evening hours and Friday tutoring were offered at the semester's end to help students review for their final exams. Asynchronous help is provided to students through WebAssign, and synchronous Zoom tutoring sessions are offered during the center's hours. All MLC tutors received Zoom training and are equipped with drawing tablets and document cameras to help with tutoring instruction.

The department continues assessing College-Wide Student Learning Outcomes and Program Specific Learning Outcomes (PSLO) in Fall 2021 and Spring 2022.

Three NM-INBRE students and one CAMP student were mentored.

The Department taught 33 courses in Fall 2021, 23 courses in Spring 2022, and 4 courses in Summer 2022. See the attached spreadsheet.

The Department and Math Center continue to promote New Student Orientations and CAMP New Student Orientations.

C. Communication

The External Advisory Committee (EAC) meeting was held in February 2021. A Los Alamos National Laboratory staff member, Espanola Valley High School Mathematics Chair, Eastern New Mexico University Mathematics Chair, and a previous NNMCMC BS Mathematics student and Pojoaque Valley High School Mathematics teacher formed the EAC committee.

A publication on pollen submitted to *Aerobiologia* is under revision. A BS Mathematics student is also a co-author.

The departmental chair serves as the Principal Investigator and Institutional Coordinator of the following grants:

- NM-INBRE grant (Principal Investigator)
- NM AMP grant (Institutional Coordinator)

In Spring 2022, the Director of the Math Learning Center will begin assisting the Project Director in meeting the goals and objectives of the Title III Project that will further develop Northern New Mexico College's capacity to serve Hispanic and low-income students' success in STEM.

D. Team Spirit

Faculty in the department created a newsletter for science and math departments within the college.

Mathematics and Physical Science faculty served on the Faculty Senate, Tenure Committee, Undergraduate Curriculum, CARE Team, Honors Committee, Academic Standards Committee, General Education Committee, and Personnel Committee.

Faculty in the department continued their active involvement with NFEE. They were part of the negotiating team responsible for revising the Collective Bargaining Agreement (CBA).

II. Challenges

A. Enrollment

Our primary challenge lies in recruiting students for the BS and AS Mathematics programs. Many 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.

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

We have successfully recruited students by discussing math degrees with promising students taking our math classes. Faculty regularly contact selected students in their math and physics classes about the possibility of completing an Associate's or Bachelor's degree in Mathematics.

We also hope to fill a faculty vacancy by Spring 2023.

III. Future Projects

We plan on collaborating with the Department of Business on a Business Analytics Certificate.

Peer-reviewed articles on the Pearson R coefficient and T-cell movement research will be submitted.

Department of Nursing and Health Sciences

Chair responsible of this report: Ellen Trabka

I. Annual summary of activities

A. Enrollment

Total enrollment has decreased for the Department of Nursing & Health Sciences from Fall 2019 to Spring 2022. The department developed a three-year comprehensive Strategic Enrollment Plan to address declining enrollment, addressing nursing and allied health students.

Nursing & Health Science	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
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Headcount	149	136	123	105	106	94
FTE	130.63	115	130.36	87	92	77.08
SCH (16-week classes)	625	588.5	625	497 (8 & 16 week classes)	555	354 (8 & 16 week classes)

Associate Degree Nursing (ADN) Program enrollment decreased in the fall of 2021. Historically, the program receives between 40 -50 applications each year (approximately 30-35 are qualified), admits 24 students annually, and has a waiting list. In AY 2022, the program experienced a >50% drop in 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. That said, the program does not have formal data on the cause of the drop in the number of applications to the program.

Academic year	# of apps	# of qualified applicants	# of students admitted	Waiting list
2021-2022	22	15	11	0
2020-2021	50	36	24	12
2019-2020	45	30	24	6

Fall-to-fall **RN to BSN Program** enrollment increased by 28% from 15 (2020) to 21 (2021) students. The program currently offers 8-week (73% of courses) and 16-week (27% of courses) courses. Students can complete the nursing curriculum in 15 months. This will enable the program to be competitive with other online programs and increase program enrollment. Endorsement as a Holistic Nursing Education Program by the American Holistic Nursing Credentialing Corporation (AHNCC) was received in May of 2021. This is a five-year endorsement. The program is featured on the AHNCC website as a recruitment tool for students interested in holistic nursing programs.

CCNE Accreditation, recent AHNCC Endorsement as a Holistic Nursing Education Program, affordable online tuition rate, and shorter courses help to make this program much more competitive with other online RN to BSN programs. Other factors that positively impact student enrollment 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 not offered during AY 2021- 2022 due to the lack of a qualified instructor. This contributed to a decrease in department enrollment.

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 more accessible and affordable access to health care education through the establishment of an *Espanola Valley Healthcare and Nursing Careers Pathway Program* among the partner institutions. This effort is one way to increase department enrollment. In AY 2021-2022, a comprehensive needs assessment was completed. The committee decided to focus on dual credit courses and work towards implementing a Medical Assistant Certificate Program and a Phlebotomy Certificate Program. A Project Director was hired to implement the Healthcare Pathways initiative. The Phlebotomy Certificate program curriculum is currently being developed. Several grant applications were funded to support this initiative. NNMC is poised to hire a full-time Allied Health Instructor to teach dual credit classes starting in the fall of 2022. A cohort of approximately 24 students at the high school has been identified for the Phlebotomy program, which will increase department enrollment in AY 2023. The tentative implementation date for the phlebotomy courses is the fall semester of 2023.

B. Student Success

ADN program: The NCLEX-RN licensure pass rates for the ADN Program continue to improve. For the calendar year 2021, the program met state and national benchmarks of >80% of first-time test takers passing the NCLEX-RN. Program NCLEX-RN pass rates were above the national average in 2021.

Year	NCLEX-RN Pass rates
2018	62.96%
2019	69.23%
2020	81.25%
2021	85.71%

The program hosted a successful site visit with the Accreditation Commission for Education in Nursing (ACEN). ACEN site visitors found the program to comply with all six ACEN standards and criteria. The program is awaiting a final decision from the ACEN Board of Commissioners, expected in September 2022. Continued national nursing accreditation reflects the quality of the program, and the faculty and staff's hard work and commitment, which positively impacts student success.

The ADN nursing student Success Coach developed and implemented intervention strategies to improve student success and persistence in the ADN program. Examples include creating individualized student success plans for students experiencing academic difficulty and creating “tip” sheets geared towards student success. The Success Coach provided individualized support and success coaching for Level 1 and Level 2 ADN students. Students could access these services

through the student self-referral process or instructor referral process. Communication with students took place while under pandemic restrictions via phone, email, and video conferencing. Mandatory “Brown Bag Lunch” seminars were also hosted by the success coach for incoming level I students. Topics pertinent to student success, such as time management, note taking, test taking, and study skills, were presented during the 30-minute sessions. A Nursing Student Success website resource contains a holistic approach for developing more effective ways to achieve academic success. Resources include strategies to improve study habits, time management, sleep hygiene, healthy lifestyle habits, and stress reduction strategies.

RN to BSN Program: A ten-year Commission on Collegiate Nursing Education (CCNE) Accreditation was granted to the Program in 2016. The five-year CCNE Continuous Improvement Progress Report (CIPR) was submitted to CCNE on December 1, 2021. This report demonstrates continued compliance with all CCNE Standards and Key Elements. Continued national nursing accreditation reflects on the program's quality, which impacts student success.

100% of BSN program faculty have completed an 11-credit Certificate in Online Teaching and Learning. 100% of BSN faculty are credentialed to teach online. 100% of program courses have been reviewed and approved by the college’s Online Review Committee as meeting 85% of Quality Matters Standards. 75% of program faculty are certified as holistic nurses. 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.

C. Communication

Nursing Faculty members communicate regularly through program governance activities. Departmental faculty meetings, program sub-committee meetings, and bi-annual nursing Community Advisory Board meetings provide regular avenues for communication and input by program stakeholders. Student representation at faculty meetings, virtual office hours, student input zoom meetings, and Program Governance Surveys provide a regular venue for students to communicate with faculty and to have input into program governance. The nursing and allied health programs have a very engaged, supportive, and participative nursing Community Advisory Board (CAB).

D. Team Spirit

The Student Nurses Association (SNA) is an active student organization that provides regular communication between ADN program faculty and the students, in addition to planning the nursing pinning ceremony. This serves to promote student-faculty camaraderie and cultivate a sense of team spirit. The annual New Student Orientation for incoming level I nursing students and the annual Nursing Pinning Ceremony are events that promote team spirit and celebrate student accomplishments. SNA activities continued despite the pandemic restrictions, including fundraising events and planning for the annual Nursing Pinning Ceremony. The department and the college hosted an in-person nursing pinning ceremony to welcome the 2022 graduating class

of nurses into the profession. Everyone was thrilled that families, friends, and the general community were able to attend in person. This was an exciting and lovely event, especially after two years of COVID-19 pandemic restrictions. Several RNs, including previous NNMC nursing graduates, “pinned” the new graduates. It was great to visit with family, friends, and former graduates. This event lifted everyone’s spirits and was enjoyed by all!

The level I ADN students in the medical surgical I clinical course, as well as RN to BSN students participating in service-learning projects, participated in COVID-19 vaccine clinics. This clinical activity contributed to student confidence in clinical skill demonstration (giving injections) and promoted public health awareness among students.

RN to BSN: The program hosted several virtual meetings of the Northern New Mexico chapter of the American Holistic Nurses Association, featuring talks on medical cannabis and other holistic therapies. These events served to promote student-faculty interaction, collegiality, and a sense of community.

II. Challenges

A. Enrollment

The most pressing challenge for the ADN program is to increase the applicant pool and the number of qualified applicants who are admitted to the program to pre-covid levels. Once admitted to the program, student support services are needed to retain students who are also successful in passing the NCLEX-RN exam on the first attempt. The current program completion rate is 48%. Decreasing student completion rates have correlated with increasing NCLEX-RN pass rates. The challenge is to increase the program retention/completion rate while maintaining NCLEX-RN pass rates at or above 80% for first-time test takers.

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 2021-2022, 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 are 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.

Allied Health: The inability of the department to recruit a qualified nurse aide instructor has persisted for over one year and remains a challenge that negatively impacts enrollment.

B. Student Success

Challenges for the ADN program in AY 2021-2022 included the resumption of face-to-face nursing theory classes and skills labs on campus and in-person clinical practicums considering the COVID-19 pandemic; securing sufficient PPE; continued use of computer-based virtual clinical simulation; and a reduced number of students in the clinical sites from eight to four students with the subsequent negative affect on student exposure to clinical practicum experiences. ADN students who graduated in 2022 received most of their nursing education during the COVID-19 pandemic, with restricted access to clinical sites. Employers may need to provide increased training upon hire. The effect on NCLEX-RN pass rates is yet to be determined.

C. Communication

Challenges for AY 2022 included lack of in-person communication, zoom fatigue, too much computer time, difficulty teaching nursing skills labs wearing a mask and social distancing, challenges posed by student and faculty absences due to COVID-19, and a loss of in-person professional role modeling.

D. Team Spirit

AY 2021-2022 presented reduced opportunities for faculty and student social interactions that serve to create a positive, collegial work environment.

E. Budget requirements to address the challenges

Request \$30,000 for BSN Marketing to advertise and recruit students to increase program enrollment.

III. Future Projects

A. Enrollment

The Department of Nursing and Health Sciences has developed a three-year Strategic Enrollment Plan, with a renewed focus on allied health career opportunities, as well as efforts to increase enrollment in the pre-licensure nursing program and the RN to BSN program. The development and implementation of the Espanola Health Care Career Pathways Program will increase opportunities for enrollment in health care careers, including increased dual credit opportunities. Permanent funding will need to be secured to sustain the full-time faculty position associated with the new allied health programs.

The RN to BSN program is looking to expand on elective course offerings, such as a medical cannabis course, to increase departmental enrollment that can help to sustain the program. The RN to BSN Program anticipates that recruitment and marketing efforts will eventually lead to increased program enrollment. Recruitment efforts need to be sustained to be effective.

The ADN Program has submitted a grant application to the New Mexico Higher Education Department to expand program enrollment and support student success. If funded, there will be monies to support several student success initiatives, as well as incentives for nursing faculty retention.

B. Student Success

The ADN Program has recently adopted a new computerized software package for instructional purposes and NCLEX-RN success support. This software will replace current textbook adoptions. A comprehensive plan to train both faculty and students on how to access the learning resources is needed, as well as a plan to integrate the software into the curriculum. Maintaining NCLEX-RN pass rates remains a constant challenge for the ADN program, especially considering the new licensure exam format. In May 2023, the National Council of State Boards of Nursing (NCSBN) will be releasing the Next Generation NCLEX Exam (NGN) with new question formats directed at higher-level testing of students' ability to critically think and make evidence-based clinical judgements. The new software will promote student success in the new NGN exam format.

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).

C. Communication

Faculty and staff will continue to work remotely on some level, utilizing zoom for departmental and college level meetings, as well as with students for advisement sessions. Electronic communication formats and updated technology platforms will need to be maintained. Use of the Shared Drive via VPN can be continued for document sharing purposes.

D. Team Spirit

Hold an expanded in-person New Student Orientation fall of 2022 and the Nursing Pinning Ceremony for the Spring of 2023.

Technical Trades Department – Branch Community College
Chair responsible of this report: Dr. Frank Loera

I. Annual summary of activities

A Fall 2021 notification was sent to the Technical Trades Department that HLC accepted the Pipefitting Certificate. This certificate was to be developed by NNMC as part of the MOU between the UA 412 Plumbing and Pipefitting Union and NNMC. Courses in Metallurgy, Arc Welding, Cutting and Beveling, and Pipefitter Installation Code have been added to the Plumbing Program through this Pipefitting certificate. HLC conducted a site visit in December 2021 to Los Alamos, NM and Albuquerque, NM locations. Additional locations where the Plumbing JATC program is located and approved the sites with no further action but a suggestion for an in-person student orientation at the Los Alamos site. Technical Trades faculty routinely visit the instructors and students at the UA 412 JATC locations in Los Alamos, NM, and Albuquerque, NM.

In Spring 2022, there were transitions in personnel and tasks. Several new adjuncts were hired for the apprenticeship program as several left the teaching assignment. The Technical Trades and the Engineering Department hired a Laboratory Technician to help with programs, technology, and lab functions at 0.5 time for each department totaling a 1.0 FTE. The Branch Community College Office Manager resigned, and an Interim was hired. The ECMC Grant Project Director stationed at the El Rito Campus resigned, and the Technical Trade Chair was assigned as Interim Project Director. The LANL CTE in El Rito Grant, directed by the ECMC director, was transferred to the Technical Trades Chair.

Also absorbed was a noncredit carpentry camp funded by the Ready New Mexico Grant. The Technical Trade Chair coordinated this activity. A Ready New Mexico DWS Grant also supported collaboration with the Continuing Education department on a Non-Credit Welding Camp. These camps in Carpentry and Welding have connected the college even more to the Carpentry Union and UA 412 Union, as both unions were happy to accept these trainees as apprentices and locate employment for them.

Grant Activity included the ECMC grant, the Carl Perkins 2021 grant, and the Carl Perkins Redistribution. The Redistribution grant was utilized for Professional Development, where two Technical Trades faculty members obtained OSHA 10/30 Trainer Authorization. The Main Carl Perkins Grant was used for Equipment purchasing. The Carl Perkins 2022 grant was awarded to the college through the Technical Trades department. Nursing will also receive the 2022 Carl Perkins distribution for program growth in that department.

The Regional Development Corporation Grant was awarded to NNMC through the Technical Trades department in Spring 2022 to offer a Lineman Training Camp. Completers are eligible for college credit and OSHA 10 Certification. This camp is scheduled for late July 2022.

In Fall 2021 NNMC, through the Technical Trades department, was awarded a New Mexico Energy, Minerals and Natural Resources Department sub-award to develop CEU courses to implement the

State of New Mexico International Energy Code compliance regulations to professionals in the building fields. This will be ongoing for two years and collaborates with several colleges throughout New Mexico.

Discussion between NNMC and the Jemez Pueblo Department of Education started in Spring 2022 regarding NNMC adding a location at the Jemez Pueblo High School Campus. These discussions go forward with planning to start with dual credit courses in Fall 2022.

Discussions with the Southwest Carpenters Union 1319 have been ongoing, with an MOU being developed to partner with the Union with a Carpentry Certificate and program aid development. This will continue going forward.

During this period, a consultant was hired to develop a strategic plan for the Branch Community College, where the Technical Trades Chair contributed input and the faculty.

A. Enrollment

The UA 412 Plumbing and Pipefitting JATC Apprenticeship Pathway program at the additional locations enrolled 109 students in Fall 2021 and 130 students in Spring 2022.

Dual credit enrollment has been the primary source for the Electric and Plumbing pathways taught out of the El Rito campus during this period. In fall 2021, 35 dual credit students were enrolled, 6 in the Plumbing pathway and 29 in the electric pathway. This amount dropped significantly in the spring as these students were screened out that were not performing, not ready, and not complying with the college COVID vaccination policy. Spring 2022 saw 22 Dual Credit students in the Electric Pathway and two in the Plumbing pathway.

Adult students for Fall 2021 in the Plumbing pathway at EL Rito campus saw ten adults in the Electric pathway and four in the plumbing pathway. Spring 2022 enrolled nine adults in the electric pathway and two adults in the plumbing pathway.

B. Student Success

Three Technical Trade students have earned a certificate or AAS degree this reporting period. Two from the concentration programs and one from the plumbing apprenticeship program. Prior credits in the academic core were utilized to have graduated in a relatively short period since the department went with a full schedule. Fourteen dual credit students remain active in the program. Two have graduated from High School and have signed up to continue. The apprenticeship program has students exiting the plumbing program after they reach the third-year level and entering the JATC HVAC or Pipefitting program. Continual recruitment has replaced those plumbing students that have moved on.

C. Communication

With COVID Pandemic restrictions in place, faculty and staff needed to communicate with students by email, telephone, and Zoom. Dr. Loera met with faculty and staff at least once per week, utilizing the Zoom platform as much as possible. Although there was a limited amount of face-to-

face courses and employee interface, in-person contact was kept to the minimum due to potential COVID exposures. Dr. Loera had a scheduled department meeting weekly.

D. Team Spirit

Team Spirit is high among Technical Trade full-time employees regarding having a student body to teach and share knowledge and resources. Technical Trade faculty members have collaborated more with the Northern New Mexico College supporting staff departments at the Espanola campus. This interaction has helped develop a team spirit with others working for the college.

II. Challenges

El Rito campus lab space is to be ready this coming semester. Technical Trades faculty have scheduled the lecture and theory-based courses out of the suggested sequence to accommodate not having lab space. Getting the labs open at the El Rito campus has been challenging for various reasons. It is imperative that labs are available this coming semester.

Transportation concerns for Branch Community College partner districts are concerning as Pojoaque High School students were transported from the South of Espanola to the El Rito campus this year. Additionally, other partner districts prefer the Espanola campus, while others would like instructors to come to them. Adult students attending courses at El Rito have communicated that they can only afford one trip per week to this campus. Classes have been scheduled at both campuses for the next academic semester.

As identified in the activity section, when we lose personnel, tasks have to be assumed by remaining community college employees, which can take away from the instruction assigned to the Branch Community College.

A. Enrollment

Apprenticeship program enrollment continues to remain constant. The 412 JATC is limited in what they can assign to NNMC courses, but they are expanding in personnel and facilities. These students will be approached about completing other requirements for a certificate or AAS degree.

Dual credit students make up a significant portion of the Technical Trades students in the concentration programs. Recruiting activities have been completed, and more will continue.

If approved, the proposed agreement with Jemez Valley Public schools will start with dual credit students in Fall 2022 and adult classes in Spring 2023.

A grant-funded Electrical Lineman camp being held in late July is written to enroll students in courses that match the camp curriculum. This will provide a few more to the enrollment and is also a recruiting activity.

B. Student Success

Trade students often pre-conceive mostly “Hands-On” coursework when a lot of the coursework involves reading and calculations. The opportunity to connect a task's practical application with an

academic function motivates the student to continue the learning process. Additionally, the student obtains more confidence in learning, contributing to student success.

C. Communication

The Technical Trades department currently operates at the El Rito NM campus, the Espanola NM campus, and the additional locations in Albuquerque NM, and Los Alamos NM. Another different location is in the planning stages to start operations this fall semester at the Jemez Pueblo. Communication is paramount to communicate with these facets of operation spread out as they are. Reliance to technology is more and more for communication.

D. Team Spirit

Team Spirit, in general, is high except for one area. The working conditions have been less than optimal at the El Rito campus. Modifications and renovations have been in the works for two years, yet the buildings we worked out of were closed by state inspectors late spring 2022 semester and have yet to be reopened. Equipment is still packaged and cannot be set up until the areas are ready. Faculty are still improvising with lab instruction. Continuing Education, HEP, and the Business Department have collaborated and accommodated the use of their space at the Espanola campus for Technical Trade courses and activities.

E. Budget requirement to address challenges

The Technical Trades Department has been fortunate with a budget for equipment and supply needs. The College Administration has worked diligently to appropriate funds for repairs and renovations to assigned Technical Trade facilities, which is ongoing.

The growth and MOUs still developing have the student body spread even to central New Mexico with additional locations. A budget line supporting a coordinator for the additional locations that can serve various tasks from advisement, enrollment, student support, and career services is needed. In addition, a budget line to support the travel miles for the position.

\$45,000 position

\$15,000 fringe

\$5,000 travel

\$65,000

III. Future Projects

Next are some projects that the department is working on.

1. Development of a Carpentry Certificate that leads to an AAS degree and an MOU with Southwest Carpenters Union 1319.
2. Development of an additional Location at the Jemez Pueblo and an MOU with Jemez Valley Public Schools and possibly extended to the Zia Pueblo.

3. Integration of Heating, Ventilation & Air Conditioner courses into Plumbing/Pipefitting program.
4. This is a continuation of the ECMC grant-funded Plumbing and Pipefitters Center of Excellence (PPCoE).
5. CEU Energy Efficiency Lessons for Building professionals in coordination with EMNRD.
6. Interim Credential (IC) program in partnership with the NMJATC IBEW 611. This pre-apprenticeship program credits the student with one year of apprenticeship requirements.

A. Enrollment

Continuation or dual credit recruiting will help to sustain enrollment for the Technical Trades department. Partnerships must be maintained with the Branch Community College Districts and Jemez Valley High School. Conversations with Carl Perkins Region B representative and the Northwest Regional Education Cooperative #2 (NWREC#2) have taken place with identifying Technical Trades coursework in high schools represented by NWREC#2, tying these courses into PED's Star system. Continual Marketing through the NNMC Marketing department will also be maintained to attract adult students.

B. Student Success

The instructional facility has much to do with student success. Ensuring the completion of the classrooms and learning labs at the El Rito campus is fundamental to student success. Student support at the additional locations will aid in successful outcomes for students in apprenticeship pathways.

Faculty have transitioned from Journeyman Tradesmen to Instructors, and their growth in the teaching field will continue with opportunities for more development in the academic field. This development will lead to more targeted curriculum and coursework development approaches that will benefit the student.

C. Communication

Pathways of communication for students to faculty, staff, and administrators will continue. Office hours are important blocks of time for the student to clarify topics and get advisement. Technical staff returns student inquiries as soon as possible and maintains office hours. This activity contributes to student success.

D. Team Spirit

Team Spirit will rise above the current high level with the completion of the Technical Trade Lab facilities and office space for the Technical Trades employees.

Academic Support Services

Grants Department

Individual responsible for this report: Grant Writer, Zeke Parra

I. Annual Summary of Activities

The Northern New Mexico College (NNMC) Grants Office supported faculty, staff, and contractors in submitting thirty-eight applications for funding to State, Federal, and private foundations totaling more than \$11 million in requests.

A. Enrollment

Community colleges play a significant role in helping students succeed in higher education, specifically targeting the underrepresented. NNMC was instrumental in preparing applications to assist those needs through federal flowthrough funding, the State of New Mexico Congressional Directed Spending, and the Department of Labor.

Although El Rito offers limited coursework, the Grants Office raised almost \$200,000 for Career Technical Education (CTE) programs and courses from state funding sources such as NM PED, NM HED, and NM DWS.

B. Student Success

The Grants Office fostered student success through its year-long efforts to identify, develop, and submit funding opportunities for faculty and staff campus-wide. NNMC won 13 awards for student support programs, which generated approximately **\$11 million** in grant funding during FY22. These awards include Title III Part F HSI STEM, TRIO EOC, and Upward Bound, which collectively raised **\$7,568,095**. These successful grants enhanced student outreach, recruitment, enrollment into college degree/certificate programs, and increased retention, persistence, and degree completion rates.

During the 2022 Fiscal Year, the Grants Office applied for continued CARES Act Higher Education Emergency Relief funding for student and institutional aid totaling **\$3,215,689**. These funds supported low-income students impacted by the pandemic and helped the institution provide safe, educational services. In addition, the Grants Office supported faculty and staff in submitting US Department of Energy and NM PED Teacher scholarship applications.

C. Communication

The Grants Office is dedicated to proactive communication with faculty when funding opportunities are identified and responding when faculty requests assistance with developing and submitting a funding proposal. In addition, the Grants Office provides post-award support to faculty and the Business Office to ensure compliance with all Federal and State funding requirements. During this fiscal year, the Grants Office provided pre-award support via Zoom, telephone, and email, to eighteen faculty, staff, and collaborators.

Moreover, the Grants Office assisted faculty in identifying and vetting scores of Federal, State, and private foundation funding opportunities during the past fiscal year. Email notifications of funding opportunities continue to be sent out at a minimum quarterly, or when any opportunities are received that merit consideration, to Chairs, Faculty, and current Principal Investigators.

An additional aspect of supportive communications with staff can be evidenced through information and support provided to the Technical Trades Chair to assist in submitting an annual report. Part of the communication with the Chair involved the analysis of program activities, which included support during zoom meetings with the program funder, the evaluator, and the development of a budget modification.

Another support was provided to the Upward Bound Director, who prepared the proposal to fund the next five years of the project. The Grants office was instrumental in assisting the director in organizing, editing, and reviewing the proposal to ensure it met the required criteria and a thorough review of the budget and budget narrative for submission to the Department of Education.

D. Team Spirit

Grants can provide valuable resources for departments to carry out projects or provide services they otherwise would not be able to provide. However, it is essential to remember that most grants are competitive. Ample time and preparation are required to find grant opportunities, plan a project, and develop a proposal. Collaboration among different departments and clear communication are critical factors to grant success. The Grants Office continues to facilitate collaboration between faculty, staff, and outside partners to ensure quality and competitive funding applications.

II. Challenges

A. Enrollment

Departments struggled to increase enrollment despite the availability of federal, state, and local grant funding. It may be due to the economic decision to pursue work instead of enrolling in college. There are many factors involved in that decision. Individuals may calculate the value of attending college, fear the debt that may be incurred, and opt out of enrolling because of the unstable conditions of the economy. Many businesses are increasing the entry-level wage prompted by their demand creating job opportunities for high school students who live at or below the poverty level. As a result of low enrollment, some of our grant funding was unspent and is looked at unfavorably by the granting agency.

B. Student Success

Student success can be accomplished through cyclical awareness campaigns where students, families, and the community can be informed of the grants and scholarships available through our college. Local Albuquerque television stations constantly advertise commercials from our competitor colleges, bringing significant awareness of their programs to the region.

This past fiscal year, grant funding was acquired to produce videos focused on our Trades training capabilities which could have been used to promote our college. Because of the lack of communication and resources, the videos were never produced, and the grant funds set aside for those videos went unspent.

C. Communication

This year, the grants office's most significant challenge was the lack of time with faculty/staff to focus on funding opportunities. Getting a commitment from departments to submit further grant proposals in response to highly targeted prospects was difficult. Many funding opportunities targeted explicitly toward particular departments could not be developed due to the unavailability of faculty or staff who could commit the time for other proposal preparation. However, the Grants Office continues to be committed to identifying funding opportunities and working with individuals or teams to develop and submit grant proposals.

The second challenge to effective communication was with the Business Office, which took a substantial amount of time to process grant-related expenses promptly. To not cast blame on any one thing, this detriment may have been caused primarily by the transition and implementation of a new accounting system, the frequent change in personnel, and the resources available to the Business Office during the pandemic.

D. Team Spirit

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

E. Budget requirements to address needs

The Grants Office does not have any budgetary requirements at this time. Since the pandemic, remote working has alleviated the costs incurred by supporting an on-campus office.

III. Future Projects

A. Enrollment and Student Success

Targeted for future projects are two substantial grants. One will collaborate with UNM Taos, UNM LA, CNM, SFCC, SJCC, and WU to secure funds for the Trades certificate training. The other is to secure another Title V grant to support dual credit student activities. The Grants Office will continue to work collaboratively and in a coordinated manner with faculty and staff to increase

enrollment and student retention/graduation rates through funded projects that result from successful grant proposals and cooperative efforts with community stakeholders. This collaboration includes endless searches and identification of targeted funding opportunities, communication with pertinent faculty about these opportunities, and full support to ensure alignment with funding agency guidelines to develop a fully responsive and competitive proposal.

C. Communication

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

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

In addition, the Grants Office provides specialized grant searches, more profound insights into grant research and analysis, grant development/editing, and templates for supporting documents.

D. Team Spirit

The Grants Office will continue cultivating positive communications with faculty, staff, and the community to develop a sense of mutual responsibility and camaraderie. This positive and effective communication will foster and contribute to institutional collaboration.

Kudos and congratulations to NNMC Department Chairs, faculty, staff, and the Rio Arriba community, who used their time and resources to generate proposals and apply for FY22 grant projects. Your hard work and dedication successfully obtained additional funding for Northern New Mexico College students!

Institutional Research

Director responsible for this report: Carmella Sanchez

I. Annual summary of activities

The IR office continues to work remotely, and productivity has been successful. The office of institutional research has been actively involved in the ERP project. Both the director and the analyst have been involved in the gathering, development, and testing of reports. The office now utilizes an upgraded SurveyMonkey License and a Tableau License. The Tableau License was off to a slow start with some issues linking to our Banner Database. The connection is working now, and training will resume.

The IR office participates in a number of state committees

- Council of University Presidents Accountability Work Group
- NM Higher Education Department Data Advisory Group
- NM CHES Steering Committee
- NM CHES Success Committee
- NM CHES Data Reporting Team
- NM CHES Data Compilation Committee

NNMC (along with SFCC) participated in the LANL Data Sprint to develop predictive models for student retention and attrition. The IR office worked closely with researchers to provide the necessary data and support. The results were presented in September and were very informative. The office also conducted an in-depth peer review of other institutions to identify an updated peer group for IPEDS and HED comparative analysis. The old group consisted of seven institutions, while the new group consisted of 30+ institutions. The new peer group was approved internally and submitted to the HED.

A. Enrollment

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

- HED Degree files – Three submissions (Summer/Fall/Spring)
- HED Course File – Three submissions (Summer/Fall/Spring)
- HED Student File – Three submissions (Summer/Fall/Spring)
- HED Student Course – Three submissions (Summer/Fall/Spring)
- Legislative Finance Committee's (CUP) Quarterly Report – Four submissions
- Council of University President's (CUP) Accountability Report – Fall
- Higher Education Department (HED) Capital Outlay Report
- Student Clearinghouse Enrollment Report (monthly, twice at the end of term)
- Student Clearinghouse Degree Verification Report (once per semester)

The HED and Quarterly Report data submissions are accomplished using the eDear online application and the newly implemented BFM (Budget Formulation and Manager) online application, respectively. Student Clearinghouse data is uploaded using an FTP site.

The IR Director is serving the second year as Co-chair of the CUP Accountability Work Group. The Director also serves on the CHESS Success Committee and the Chess Steering Committee. The IR Director serves as the HLC Data Coordinator and the HED Data Coordinator. The Director serves on the HED Data Advisory Committee, the CHESS Data Reporting Team, and the IR Analyst. The IR Analyst supports the Student Enrollment Management committee, the Student Success Initiative, the CLAS (Learning Assessment Committee), and the CHESS Data Compilation Committee.

B. Student Success

During FY22, the Office of Institutional Research provided data, and statistical analysis to support grant reporting. The performance reporting supports student success initiatives.

- INBRED
- Title III (STEM Courses Data)
- Student Consumer Information/Title IV compliance reports
- Title V Grant supporting data
- Carl D. Perkins Performance Measures
- National Science Foundation (NSF SStep)
- Northern Rio Grande Stem Collaborative Grant (NRGSCG)
- Carl D Perkins Performance Measures (including Special Populations: Individuals with Disabilities, Limited English Proficiency, Other Educational Barriers, Economically Disadvantaged, Non-Traditional, Single Parent, Displaced Homemaker). Measures include Technical Skill Attainment, Credential- Certificate or Degree completion, Student Retention or Transfer, Student Placement, Non-Traditional Participation, Non-Traditional Completion, Form K Enrollment Form, and Pell/Bia reports.

In addition, the office prepared the mandatory Integrated Postsecondary Education Data (IPEDS) federal reports.

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

The IR Analyst has worked closely with the HLC SSI (Student Success Initiative) to compile a comprehensive Enrollment Inventory.

C. Communication

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

- Fall Factbook
- Semester Enrollment Report

- Annual Retention Report
- Annual Graduation Summary Report
- Academic Program Review data
- Registrar weekly enrollment report*
- Admissions weekly enrollment report*
- Vaccination Reports (weekly)
- IPRA reports

The Registrar and Admissions reports are produced weekly when semester registration is opened. Reports are distributed to Student Services leadership and college Vice Presidents and President. The reports are produced and disseminated daily beginning the week before the start of classes up to the 3rd (census day) Friday of the term.

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

- Gray Associates project
- Strategic Enrollment Management Subcommittee
- National Student Clearinghouse Student Data Tracker Report
- Retention Study
- Enrollment reports by program
- Provost 360 Evaluation Project
- Phi Theta Kappa
- FTAC study
- NNMC Scholarship project
- SSI Data Inventory
- 8-week course analysis
- HERF-Students Taskforce data support
- CHESS Baseline Survey
- The staff of the Year Nominations

D. Team Spirit

The IR office participated in several professional development and networking opportunities. These included

- Active Listening Workshop
- NM Council of University Presidents Retreat
- LFC Hearings in Silver City

II. Challenges

The IR Office has all of the resources necessary at this time. Support from the IT Department has been helpful. Equipment and software are all current and very useful. Extensive training is still needed for added responsibilities regarding CHESS.

A. Enrollment

The Tableau licensing was off to a slow start. The training was delayed, and at least four of the assigned users have yet to access the software. The extensive training that the director and analyst will participate in was also delayed. The IR Office is responsible for at least 20% of the consortium's custom report building and testing. The IR Office participates in the CHESS Architect/Prism Team to extract and integrate historical data, and the CHESS Reporting Team meets daily for one hour. The office helped to build the Data Inventory of all participating institutions, the Data Glossary, and other supporting documentation. The office also participated in over 20 hours of course training and meetings that consist of 9-12 hours per week each.

B. Student Success

Student course evaluations are currently collected using SurveyMonkey. This is a time-consuming process, and new strategies are being implemented to improve response rates. It would be very beneficial if software specific to student evaluations could be identified and purchased for the future. Response rates are improving, but with the new ERP project time, there is an added burden.

C. Communication

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

III. Future Projects

With the new NNMC Data Science program, acquiring a student worker position in the IR office could benefit. Non-confidential reports such as graduation reports, Fall Factbooks and Enrollment Tables could provide a good experience for the student and an opportunity for experience in Data Visualization and Reporting. This is just an idea for the future.

A. Enrollment

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

B. Student Success

NNMC will continue to work with Gray associates. Much training remains to best utilize this tool.

C. Communication

NNMC will work towards providing data to US News and College Board external surveys. IR looks forward to using the new TABLEAU license to provide data that can be used by staff and faculty.

D. Team Spirit

IR continues to utilize the upgraded SurveyMonkey instrument to provide the best analyses for staff and faculty.

Library

Director responsible for this report: Courtney Bruch

I. Annual summary of activities

A. Enrollment

The response to the COVID situation included an up-to-date, public-facing website with accurate and developing information. The library contributed the necessary information for the ACEN nursing accreditation visit and the proposed Data Science and Literary Publishing Certificates.

B. Student Success

The library contributed to student success by developing and supporting relevant collections, services, and online spaces. Collections: In response to the need for classroom-based remote resources, the library worked with the Director of Title V to secure a year-long license to LinkedIn Learning. The library also continued a streaming media subscription to Kanopy. The library decided to dedicate most collection monies toward ebook purchases this year. As a result, 84 ebooks were purchased via EBSCO's collection management system. The library also dedicated departmental budget monies to a SAGE ebook platform that operates via an Evidence-Based Acquisition model. SAGE grants us access to over 5,000 ebook titles for one year. Toward the end of the year, the library applied subscription monies to purchase heavily used titles.

The library embarked upon a major weeding effort to right-size the Nursing collection (and, as a result, most collections falling in between the Library of Congress call numbers L-Z) and purchased a clinical Nursing ebook collection to provide more ebook access to those students. Finally, the library's participation in the NM Consortium of Academic Libraries process to secure a consultant to handle an RFP to investigate costs and material replacement for the current EBSCO subscriptions. Services & Online Spaces: The library worked with the Office of the Provost to sponsor a fall convocation workshop on Open Educational Resources with Dr. Lisa Young. Additionally, the library led an effort to pilot course redesigns with OER materials in mind. Library staff conducted approximately 163 reference transactions via phone, email, and Zoom.

C. Communication

The library supported this strategic direction via contributions made to the ACEN accreditation. The library continued to revise the library-related COVID page to keep the information accurate and up-to-date. The library website was visited 6,100 times in AY 21-22. The library also regularly contributed to the campus-wide newsletter. More in-depth statistics are available upon request via the library dashboard.

D. Team Spirit

Library staff participated in all college-sponsored mandatory training this year. The Public Services Tech position participated in a Library Juice Academy cataloging training, and the Library Director attended an ER&L Conference virtually.

II. Challenges

This fiscal year's most impactful challenge, spanning all strategic priorities, involved COVID's effects on the campus and remote learning. The lack of infrastructure to support work, including performance appraisal systems or expectations, campus-wide SLAs, campus website accuracy, SSO and VPN capabilities, virtual document management systems, and tiered student support systems, made fulfilling vital operations difficult. A lack of staffing for cataloging, inventorying, and course reserves also presented challenges.

A. Enrollment

Prior to the COVID-19 closure, the library was one building showcased on campus when potential students would tour. The building is closed due to ongoing maintenance issues, and we do not have a way to showcase the space right now.

B. Student Success

Collections & Circulation: Allocated library budgets, despite previous requests, fail to account for increased expenditures to maintain current subscription databases. Oftentimes, instructors put material on Course Reserve as either supplemental materials or textbooks that students may otherwise not purchase. With the closure and restrictions on-campus access, the library has been unable to provide a Course Reserve service. Reliance on antiquated workflows for submitting invoices and purchase requisitions proved difficult. As mentioned last year, library staff developed a way to run inventory for sections of the collection and planned to begin inventorying the entire collection. With a reduced staff, we have been unable to conduct an inventory. Currently, patron uploads into OCLC's Worldshare Circulation module are not correct. OCLC's data ingest team confirmed that our institution sends daily patron data loads every morning but that the institution needs to examine the delimited patron data load files to determine where the error lies. The IT department has entered a ticket, but other issues have taken priority. If the patron data load were reflected correctly in the SIS Active Directory, library staff would be able to determine better the status of a patron, and that feature in our Circulation module would function appropriately. This would also assist with Ezproxy database authentication. **Services & Instruction:** A very low number of classes (four) requested library-related instruction delivered via zoom or a recording. Despite the different methods of offering help, requests for research assistance remained low.

C. Communication

Communication across departments remains challenging. As mentioned last year, some individual employees in the business office have been helpful; written processes, expectations, and workflows may help alleviate confusion. Oftentimes, it is difficult to get in touch with employees in other departments. Sometimes faculty sent students to the library to retrieve materials despite the fact that the library was not open.

D. Team Spirit

The dissonance created, due to the lack of critical employee expectations and cross-departmental communication as well as necessary technology failed to support an organization built on respect, fairness, and efficiency. Communication and adequate administrative response regarding campus expectations and reporting of safety-related and COVID concerns has proven difficult.

E. Budget requirement to address challenges

Collections: Like many academic libraries, our library's materials budget has failed to keep pace with the demands of the academic information marketplace. At a minimum, the library service lease account 71582 should always calculate a 10% increase to the base budget for each database subscription package to cover inflation. Given that the 10% increase was not granted last year, we recommend a \$5,000 increase this year.

Technology: As reported last year, the lack of IT infrastructure is a crucial issue facing the library and the entire College. The library relies heavily on the IT department's ability to support identity management, manipulate data, and maintain the integrity of patron-associated records. Specifically, this impacts the library in a number of ways: the ingest of Active Directory data into OCLC's library circulation module, the ingest of Active Directory data into OCLC's Ezproxy database, which has the potential to lead to a violation of contracts; Active Directory recognition of expired patron log on to library computers among others.

III. Future Projects

A. Enrollment

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

B. Student Success

The library will continue to develop general and discipline-specific research guides for student use. The library will continue to work with consortial partners to secure the best possible subscription pricing. The library director is working with a state-wide Open Educational Resources (OER) interest group to distribute a survey of students regarding how textbook costs impact them in the Fall 22 semester. We will collaborate with the IT department to get accurate data ingested into library-related systems. Additionally, we will collaborate with Facilities staff to remain current on the latest updates regarding the west-wing HVAC system, Math Center for Excellence renovation, and sensible reopening plans. The library finally filled the Cataloging position, which will help with collection maintenance, course reserves, and general staffing.

C. Communication

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

D. Team Spirit

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

Office of the Registrar

Individual responsible for this report: Registrar, Janice Baca

I. Annual summary of activities

A. Enrollment

The Office of the Registrar was able to have a commencement ceremony for the past three years, the outcome was very successful. Students, staff, and faculty could attend to celebrate our students' success.

B. Student Success

The Office of the Registrar has successfully implemented our transcript processes using Parchment, allowing us to complete 95% of transcript processes electronically and less hassle coming to the college to order in person.

C. Communication

As part of the mission of the Office of the Registrar to support student success and enrollment management, the Registrar has continued to attend enrollment management operations teams and strategic enrollment management meetings. Communication outside the office is positive and improved during the transition to one team member.

D. Team Spirit

Team spirit was disrupted halfway through the year due to the loss of staffing in the Registrar's Office. Work has still been very successful, along with continuous support from other team members from other departments.

II. Challenges

A. Enrollment

Registration and Banner system downtime has 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.

B. Student Success

As the Office of the Registrar has lost two professional staff members, it has created a slow down on transfer evaluations as the graduation process and day-to-day operations have taken priority.

C. Communication

Communication is and continues to be a critical process for student success; in return, the Office of the Registrar has continued to answer students, staff ,and faculty in a timely manner. Turn around time is within 24 hours. The registrar's office has recently received approval to rejoin RMACRAO (Rocky Mountain Association of Collegiate Registrars and Admissions Officers). We will have now other colleges to reach for further information on FERPA, course scheduling software,

and other duties that our NMACRAO (New Mexico Association of Collegiate Registrars and Admissions Officers) will not be able to answer.

D. Team Spirit

Over the past year, with changes in employment, we are able to bring one staff member for Degree Works, which has been put on hold for many months. It will be able to get students and advisors to use this more often.

E. Budget requirement to address challenges

The budget needed for an Administrative assistant/enrollment specialist was proposed at \$35,000 but has not been put into effect for the Office of the Registrar. Once completed it will be another staff member will be filled. This position will stabilize the workflow for the front of the house, along with providing customer service. It is very critical that we have this position filled along with the Associate Registrar.

III. Future Projects

A. Enrollment

The Registrar's Office has been to a few demonstrations for new software for Course Scheduling. This will enhance easier access for Chairs to review their courses and work directly with the office. This would eliminate the need for overlapping classes. This would help with the processes in enrollment for students to find the right course and be able to be on a waiting list or alert Chairs that the courses are getting full to open up other sections.

B. Student Success

Registration, retention, and graduation are college-wide goals that require a coordinated effort.

C. Communication

Communication on a semester basis to students and faculty regarding final grades, commencement, degrees, FERPA, transcript requests, evaluations, graduation applications, Banner training, and Degree Works training will be sent out as needed.

D. Team Spirit

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

Student Affairs

Assistant Provost for Student Affairs: Dr. Don Appiarius

I. Annual summary of activities

As an overview, this past year again required additional work covering Student Life, especially advising the Student Senate. Sustaining a very ambitious Student Senate while preparing for a return to face-to-face normalcy on campus and a (hopefully) robust student presence required considerable time. To help sustain institutional DEI efforts, this office launched over 20 programs with the Student Senate during the past two years to maintain DEI-related activity. The importance of supporting DEI programming was for political reasons and the institution's upcoming HLC reaffirmation.

Student Senate provided a record number of activities. Despite not having an FT coordinator during this time, the Student Senate stepped up and provided a record number of programs and activities while also launching and sustaining a career development speaker series (in tandem with the Career Services Office).

Additionally, this past year again required work efforts to be diverted to managing our COVID response; these duties were increased in December but ultimately passed onto the new Health and Safety Officer beginning in early June.

Finally, this office supported the grant-writing efforts to return the EOC program after a five-year hiatus. Additionally, the pursuit of RPSP funding allocations from the legislature will enable Northern to (re)launch a Native American Center. The new center will complement the addition of a recruiter who was specially hired to develop ties with our Eight Northern Pueblos.

This Office continues to try to create a strong relationship with Athletics where needed and where appropriate since that unit has an immense impact on our student-athletes, and our student-athletes, as opinion makers, tend to have an outsized impact on our campus.

About specific areas:

The prior Admissions Director retired unexpectedly, which led to the interim leadership for one-year Admissions received ample support and, with the leadership of this office, launched several initiatives this year (see below in "Enrollment"). Additionally, the office was re-aligned to increase recruitment capacity, and a recruiter was hired to develop a greater rapport with the Eight Northern Pueblos. A Search Committee was launched, which was able to identify and hire a very strong candidate to lead Admissions and Recruitment. It would be appropriate to note that institution owes a debt of thanks to Ms. McCormick for stepping up to provide leadership for the unit (while also ensuring that work continued in Career Services) when the position was opened without notice.

The Office of Advising and Student Success did good, solid work despite losing key staff members in the second semester. The Search Committee had been able to hire a seasoned staff member

who ultimately decided not to take the position. This office will endeavor to identify and hire a proficient supervisor or uptrain one of our current staff members.

In Financial Aid, the Director has been able to stand up and launch a very proficient unit. The biggest challenge to packaging is our dependence on the Student Billing Office and the challenges they face to expedite the work efficiently and effectively. The Veteran's Resource Center will have a dual reporting line to both this office and Financial Aid given the complexity and importance of packaging for students, especially Veterans and/or their families who qualify for aid.

Career Services suffered somewhat from a lack of executive leadership given that the coordinator was also the interim director of admissions and recruitment. Despite this, the office benefitted from good direction provided to student workers who created a robust social media presence and a high level of programming around career preparation and planning.

Counseling has taken rapid steps to ramp up advertising and a more centralized and systemic approach to providing mental health support to our students. This support will be significantly buttressed by the addition of social workers. This office has been an active resource for the Director as strategies were put in place to provide various and new modalities of support for Northern students.

Accessibility Resource Center continues to provide support with our students who are registered to receive disability services.

Veteran Resource Center successfully concluded a search for a full-time coordinator who has been fully trained and is working to make the center more visible, enhance student success for the participants, and assist in recruitment.

Student Life (formerly Student Activities) was brought back on line with a full-time coordinator after a two-year hiatus after successfully concluding a search.

After successfully supporting a team to submit the grant, Northern received federal funding for re-starting the EOC program. A significant amount of time was apportioned in "standing up" the new EOC program; despite the best efforts of this, reversals occurred, with a net loss of staffing consistent with the national environment. This is a critical program to stand up and sustain since it would likely have significant impact on enrollment.

Adult (Basic) Education has also faced some chronic challenges due to consistent turnover of leadership in the past four years and lack of dedicated staff to recruitment. Currently, this office is working to help address the concerns raised in the last NM HED visit; an update will occur in September. The prior Director required significant support in onboarding due to a particularly poor search pool which yielded not one applicant

CAMP continues to provide a consistent program to support students who qualify for the program and supports them on a road to student success as collegiate students. This program, too, has increasingly struggled with recruitment.

HEP, much like CAMP and ABE, also has recently struggled with recruitment. However, it reliably tests out the students who participate in the program. Given the loss in participants, there is also a correlating loss in student enrollment.

Upward Bound consistently provides a strong, robust program to assist secondary students to transition to post-secondary study. The program produces more than its fair share of students who are awarded the Davis Scholarship which is noteworthy in itself.

EOC, as a new program, has required significant support to stand up, as noted above. Additionally, it took almost an entire semester to bring the team up to full staffing, only to have the Director and one of the Advisors leave shortly thereafter. While the program has not

A. Enrollment

Challenges the team encountered were primarily due to COVID and the inability to engage in face-to-face recruitment when most of the competitor recruiters were engaging in face-to-face recruitment – this was especially noticeable at EVHS.

There were, however, a number of new initiatives that the Assistant Provost initiated that may have yielded key results in increased applications, although that has not been reflected yet in overall enrollment.

This office spearheaded the initiative to purchase names from College Board to increase the enrollment funnel and contacted a number of new student leads. The new marketing piece to engage in “cold” recruitment was released late since the Communications and Marketing did not have a prepared piece for this type of outreach. Thus, the institution did not have much traction with the new pool since the names were not purchased until late Fall and the new outreach piece did not reach them until mid to late Spring. There is high probability that the recruiters will have more traction and increase our applicant pool even more in this upcoming cycle. Although our applicant pool grew, on average, between 20-25% during this current annual enrollment funnel, the summer conversion to the enrolled/registered pool has lagged behind. This may well be due to the new scholarship program since one of our greatest strategic advantages, cost of tuition, has largely been negated. Given our increased presence on-line, we may need to enhance our recruitment of online students from outside of New Mexico, given that we still lack viable housing for students from outside of our service area.

Additionally, a new initiative was initiated whereby letters of congratulation with offers of enrollment were to be issued to ABE and HEP graduates. Finally, the enrollment management team is working to develop new policy language to have students enrolled into classes with only fall semester transcripts.

B. Student Success

This year saw the preparation of a new intervention program to assist students who are on academic suspension and will be made optional for students who are on probation. This course will be taught through the office of the Assistant Provost and is focused on assisting students with developing grit and resilience.

C. Communication

The Office observes regular bi-weekly meetings with unit leaders as well as initiating monthly Leadership Team meetings with all unit leaders. Additionally, the Office of Assistant Provost has launched a number of multi-disciplinary committees and sustained that effort. The first was CARE Team which has now been passed to the Coordinator for Student Support; a second standing committee was developed with unit leaders from the enrollment management areas on a weekly basis to communicate concerns and opportunities to pursue to enhance our enrollment.

D. Team Spirit

This year, the division was able to finally conduct a retreat for all unit leaders. The purpose was to identify unit goals, discuss upcoming annual assessment, discuss expectations and engage in bonding. Additionally, the Office of Assistant Provost had proposed a divisional Potluck with all the unit leaders wherein enough food would be prepared to feed all the Student Affairs Staff. This has been postponed until a later date when we are not experiencing a rise in COVID cases.

II. Challenges

Perhaps the greatest challenge had been insufficient time to engage in all activities effectively. An additional challenge and one that seemingly may persist is staff turnover, coupled with the high cost of living in the adjacent area which is exacerbated by a comparatively low(er) compensation rate. This has real implications for the division's ability to recruit – especially outside of Rio Arriba County.

A. Enrollment

Northern is hampered by the lack of an effective communication plan to coordinate recruitment efforts. A Customer Relationship Management System (CRM) is a key need to foster communication within the Northern team of recruiters, enrollment area officers, and faculty who all support the recruitment process.

The institution must do more to develop stability within our Dual Credit recruitment process, including a “handbook” that details the process and timeline.

In order to be able to more effectively diversify our enrollment efforts, Northern should ramp up online offerings (by program) and pursue the development of micro-credentials to allow professionals to increase their professional credentials. There is also a need to pursue a programming mix that is more focused on the adult learner. And as these new programs hit, Admissions will need marketing materials and will need to uptrain recruiters to understand this market.

Finally, the lack of available, affordable (and college-controlled) housing will force Northern to remain a local player in higher education in a regional area where college-age students are rapidly dwindling.

B. Student Success

Northern suffers from multiple environmental factors that negatively impact student persistence. As an institution that had a very large proportion of students that are first generation, research indicates that our student body is particularly susceptible to attrition. Thus, there is a real need to ensure the institution observes all best practices to drive retention.

First, the institution would benefit from a Retention Officer (at the director level). This need is coupled with a lack of an effective communication system to support persistence efforts. Equally important is the lack of broad faculty participation in retention efforts. This last factor is critical since faculty consistently play a key role in multiple aspects of student persistence.

C. Communication

It is challenging for any institution to communicate effectively, efficiently and consistently. Northern is no exception. Despite its small size, communication challenges and road blocks exist within the organization and it requires timeless attention.

E. Budget requirement to address challenges

CRM and similar systems range in price significantly. A team is currently investigating costs with the hope of proposing a formal RFP process.

A coordinator for retention efforts would likely cost approximately \$50,000 plus benefits.

A recruiter for Dual Credit would likely cost approximately \$35,000-\$40,000 per year.

III. Future Projects

This year will track the assessment of participants in the intervention program designed for students on academic suspension with the possible expansion to include students who go on academic probation. The ultimate goal is to see a significant increase in academic performance in all participants with recidivism in academic probation and suspension.

A. Enrollment

The greatest need is a CRM to effectively engage with the multi-layered teams that assist in the recruitment process. This would require training but also a real commitment from faculty to engage in the recruitment process

Also, with the new Director on board, Admissions would benefit from a consultation with a group who have deep experience in Recruitment like RNL. RNL has proposed a relatively inexpensive “meet and greet” to review the Admissions process at the macro level.

B. Student Success

We would be well-served by investing in a multi-tiered system to facilitate persistence such as the prior recommendation from our previous RFP, Starfish.

C. Communication

This office has no significant plans to alter any communication workflows; the unit leaders need to be intentional about pushing the communication workflow throughout their unit.

D. Team Spirit

If and when society finally turns the corner on COVID, this office will significantly ramp up interpersonal activity within each unit, unit to unit, and within Leadership Team. Although expanding interaction and promoting team spirit is critical, it is equally, if not more important to maintain a healthy, fully functioning unit.

Admissions & Recruitment Office

Director responsible for this report: Sara McCormick/Emma Hashman

I. Annual summary of activities

A. Enrollment

**The interim Director of Admissions simultaneously also ran Career Services, which caused her time to be stretched thin while trying to staff the Office of Admissions and Recruitment fully. As the new Director came on board in June, this transition led to handing off functions of the position, including writing this report.

COVID-19 continued to affect our ability to recruit effectively throughout the fall and early spring. As we became fully staffed with two recruiters in the fall, their ability to visit high schools and attend community events was still restricted until March. At that point, the recruitment cycle is coming to an end, and it is challenging to outreach with students who have already committed to a college. To continue their outreach efforts, they provided virtual resources, including a Virtual Open House for prospective students.

During the year, we had several changes to our staff and the staff structure within Admissions. Dual Credit underwent some changes as our former DC Coordinator adjusted the program and then left the position in May. The program was also moved from the Registrar's Office to Admissions. We were able to get a new Coordinator hired quickly, and she started on July 1st. We also added the College Receptionist under Admissions. This person sits at the Welcome Desk and is the first to greet visitors, answer any questions, and direct them to the appropriate person or office. Finally, we could add a second Recruiter Specialist to our staff. This allows us to expand our recruitment territories and give individualized support to more students through the funnel process.

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

We also continue to share weekly reporting with Advisement to provide the lists of those students who are both complete and incomplete in their admission process. Advisement follows up with each of these students individually to ensure they are on track to register for classes.

Enrollment numbers are currently down, but applications outperform last year's numbers. As we continue through the summer to push for conversions, we have implemented several calling campaigns and other strategies to outreach with students still in the funnel process. We have set

up four demos within the next month to hopefully get bids and see if we can purchase one of them.

B. Student Success

We have made some critical strides this last year in recruitment and hope to make more through the fall. We added a new recruiter and now have two full-time recruiters. This has allowed us to create recruitment territories with target high schools and transfer institutions. We have divided the state into west and east to enable the recruiters to focus their time and efforts and divide and conquer students within their territory as they navigate the funnel process. This allows our recruiters to build meaningful connections with counselors in their territory.

As we have added obtaining leads through College Board in our budget, this will allow us to get prospective students' names and contact information in New Mexico for marketing and recruitment. This will significantly help with brand awareness and give us more leads.

We are currently working on a comprehensive fall recruitment plan. We are focusing our effort on target schools and populations. We have applied for membership in the Rocky Mountain Association for College Admission Counseling (RMCAC), which allows us to keep up with regional college admissions and attend their college recruitment fairs.

We submitted our I-17 form to recertify our designation as an institution that can enroll students with an F and M visa. This approval process goes through the Department of Homeland Security. It is currently pending, but as we await approval, we have moved over PDSO responsibilities to the new Director of Admissions.

C. Communication

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

We plan to collaborate with marketing to create a comprehensive communication and marketing plan for this academic year. We have also created a strategic recruitment plan for the fall and spring semesters. We also utilize our Signal Vine platform to send texts to these prospective students.

D. Team Spirit

As we came off the pandemic, which caused low morale among staff, it seems the transition back to the office has also been a struggle. As we are getting closer to the fall semester and seeing more students on campus, the spirits are a little higher.

Admissions works well together and strives to be a team in and out of the office. They try to have team outings during non-work hours to maintain team morale and decompress. Overall, as the

new Director has come on board the past couple of months, it seems the staff work cohesively and as a team for student success.

Moving forward, we plan a small retreat to know each other's communication styles better and work on any improvement ideas for admissions. It would also be nice to work out more professional development for staff to have continuing education opportunities.

II. Challenges

As we are coming off the pandemic and a year in which recruitment was restricted, we are now getting back into the full swing of things this fall. Being unable to recruit this past year entirely has hurt our enrollment numbers.

Another challenge was having an interim Director committed to Career Services simultaneously. With new staff within Admissions, this caused an issue of dedicated time to give guidance and direction to our new recruitment staff.

As student services have all come back on board fully in-office, it seems that Admissions is still taking the brunt of inquiries and phone calls. It would be helpful to ensure that all student services offices (Registrar, Cashier, and Financial Aid) are front-facing in the rotunda and physically here each day. Being the only office consistently open causes a strain on the Admissions Specialists and work-study, affecting their ability to complete their other admissions-related tasks effectively.

The Front Desk/Information Desk has been an issue regarding visibility. We need to figure out a way to make the desk more in the forefront, so walk-ins approach that desk rather than Admissions. If no solution can be found, maybe we can incorporate this position into Admissions and make our office a dual purpose, which is already happening.

A. Budget requirement to address challenges

Customer relationship management system (CRM): \$60,000 or less. This is a vital need to track and manage students through the funnel process. Currently, we manually pull reports and track students weekly through the funnel. This is done through spreadsheets and becomes outdated immediately. A CRM would allow us to track students in real time, develop automated marketing and communication, and increase our yield. This would allow our recruiters more time for boots-on-the-ground recruitment rather than spending time looking at spreadsheets.

III. Future Projects

- One project we would like to tackle this year is working on cross-training between student services. This will help all staff feel empowered to help a student, no matter their need. We would like this to become a part of our regular training each year, so we can get new staff trained and update current staff on new policies or procedures.
- We would also like to create a comprehensive communication and marketing plan with Sandy. Outlining our projects and touchpoints across the college can streamline our outreach to prospective and current students. It will also help decrease duplicate information and

hopefully make our contact points more strategic with students during the prospective student funnel.

- If we cannot purchase a CRM, we need to figure out a better method of tracking students through the funnel process across all departments and tracking student interactions with students at events throughout the year.

Financial Aid Office
Responsible: Kathy Levine

I. Annual summary of activities

A. Enrollment

The Financial Aid Office performs and provides services to students that are critical to the overall enrollment of the college. The College Navigator reports that in 2020-2021, 87% of all entering first-time, full-time freshmen received some form of financial aid that was processed through the Financial Aid Office. For the 2021-2022 academic year, the Financial Aid Office received 1,197 Free Applications for Federal Student Aid (FAFSA). The Financial Aid Office processed 56 Federal Student Loans and 474 Federal Pell Grants. A total of \$3,806,164 in student aid was processed by the staff in the Financial Aid Office—representing funds from federal, state, institutional and private sources – along with another \$859,427 in HEERF funding.

B. Student Success

The staff in the Financial Aid Office is committed to assisting our students in completing the financial aid process so they may achieve their educational goals. As we transition from the campus being shut down to students returning to campus we are making great improvements to our processing and student support. This year we were able to get financial aid packaging out earlier than ever before, giving students the ability to see their aid in advance and use book vouchers. Students also can plan for unpaid balances in advance of the disenrollment process.

We updated and brought our Satisfactory Academic Progress (SAP) calculations into compliance reducing the number of students who erroneously were determined to be ineligible for financial aid.

We have streamlined our processing of FAFSA's, Disbursements, Loans, Federal and State Grants, outside scholarships, reconciliation and the awarding of institutional funds.

C. Communication

The Financial Aid team continues to expand our communication with students. During office hours phones calls are rarely sent to a VM. All staff tries to pick up calls made to our main line within three rings. If we do receive any voice mails they are returned with in a few hours. Staff makes every effort to return any emails from students within a few hours and no later than the next business day.

We have been updating our web pages, delivering frequent Facebook posts, and submitting important deadlines and updates to the Eagle News. As students began returning to campus we are updating our hallway and office bulletin boards.

The Financial Aid Team developed additional communication to students who were close to exhausting their Pell eligibility, had been flagged for Unusual Enrollment History, are having SAP issues and other items affecting aid eligibility.

D. Team Spirit

The Financial Aid Office has an incredible team. We all work together, support one another and take pride in our service to our students. Staff has participated in countless professional and interpersonal skills trainings. They are engaged and excited about the improvements we have made.

II. Challenges

A. Enrollment

The biggest challenges for the Financial Aid department continues to be a lack of technology and technical support. The Banner system has not been kept updated and there is no one employed by the college who has that Banner expertise to bring it up-to-date. The inability to retrieve good data from the system also makes awarding state funds challenging. MS Access is an archaic and inefficient system that is often non-operational.

Another challenge is the fact that many student service areas are short-staffed. This causes delays and frustrations for the students.

Financial Aid strives to provide guidance in just their area of expertise. We find that others offices unintentionally confuse the students by trying to answer Financial Aid questions that are outside their scope. As they answer Financial Aid questions or assist students with filling out the Free Application for Federal Student Aid (FAFSA), this lack of knowledge can result in issues for students that Financial Aid must then resolve.

B. Student Success

As mentioned above the inability of the system to perform even the most standard of automated tasks have resulted in delays of service to the student. While we have made great strides in getting our system to work for us, there are still many pain points that cause the team to manually process a lot of the aid. State aid requires the office to determine eligible students, because we do not have a robust report gathering system, this can be arduous, time-consuming and inaccurate.

The inability of the Business Office to assist students has caused a great deal of frustration for students. They often reach out to us as they can't find anyone to assist them, the Financial Aid team does their best to help but sometimes there is nothing we can do for them. Students often do not understand and become very upset. We have been asking for almost a year about uncashed CARES checks so we can stay in compliance and re-award funds. We finally received a list in March. The FA team called all the students and then requested some be reissued and others canceled, which was not done until July.

C. Communication

Communications to students has been challenging. The utilization of the student portal and email was improving. The student portal is clunky and difficult to navigate and there are still areas in the system not set up properly that we did not get to cover with our consultant.

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

D. Team Spirit

The Financial Aid Team has done a tremendous job in streamlining processes, beefing up communications, attending trainings and learning new skills, however they often feel defeated when other offices are not held accountable and students sometime take their frustrations out on our team. The Financial Aid team has volunteered to help other areas out whenever possible, for example several team members have become testing proctors and officials to help a severely short-staffed Advising office. We also continue to face challenges with other departments who are uncooperative, unwilling to collaborate and sometimes combative in our efforts to do basic Financial Aid functions such as reconciliation of funds. Compliance needs to a priority by all members of the institution.

E. Budget requirement to address challenges

Some members of the Financial Aid Team would like to get credentialed by the National Association of Student Financial Aid Administrators (NASFAA) These courses and testing range cost. The office would like \$1,500 for these.

III. Future Projects

A. Enrollment

Over the next academic year, the Financial Aid Office plans to continue to fine-tune its processes. Students have the ability to start filing the FAFSA in October and we should be processing and sending notices of missing information in November, this past year we sent award notices in April. This upcoming year our goal is February. This will give the student the ability to plan and encourage early registration. The office also has a goal to increase early FAFSA completion by our continuing students.

B. Student Success

Several team members have individual goals to improve student success including a 4-part financial literacy program with two modules to be given each semester starting in the spring. The return of in person Exit counseling for our loan borrowers so they can avoid default. A complete update to our website so students can easily find information.

Members of the Financial Aid Team are working with the Registrar and Admissions to improve and bring into compliance our Return of Title Four for withdrawals, how we report students to Clearing

House and to ensure that when a student leave the correct last date of attendance, date of determination and charges are in the system.

C. Communication

The Financial Aid Office will continue to improve communications with students and other departments. As the members of the department become more knowledgeable and visible to other on campus, our abilities to make sure students have the information they need improves.

D. Team Spirit

Expand the knowledge of the Financial Aid team by allowing them to attend professional trainings and conferences, will help to empower them to assist students with their needs. For individuals who chose to go into student services, there is no greater satisfaction than knowing you were able to assist students. We must continue to support them and in turn our students will reap the benefits.

Special Educational Programs

Adult Education Program

Director responsible for this report: Dr. Bao Tran

I. Annual summary of activities

Adult Basic Education has maintained operations through the Pandemic with one notable change. This most recent cohort has had a lot of student learners who strongly preferred the online mode of learning, given their life challenges. Accordingly, this past year, the program remained in an online mode of delivery.

Additionally, the program has been involved in multiple searches for a Director; the program will have experienced three different directors within the same year. This creates a real challenge in continuity and program development.

Students received a total of 3,568 hours of contact for students who were enrolled in 12+

A. Enrollment

Enrollment continues to be a challenge because of COVID and the availability of well-paying jobs. There were only 27 participants during the 2021-20220 academic year.

B. Student Success

Student Success has been good. Our retention rate has averaged 80% to 40 hours or more of instruction based on a student headcount of 25 students with more than 12+ hours of instruction per week; two had fewer than 12 hours per week.

C. Communication

Both communication and team spirit (below) have been hampered by the continual forming, storming, and norming with each new iteration of leadership. The core staff has good communication and teamwork.

II. Challenges

Continuity and expansion of the program.

A. Enrollment

Enrollment has been reduced given the impact of COVID. It would have been useful in this last grant to ask for a position to specialize in recruiting.

B. Student Success

Please see our numbers above. With constant disruption to our leadership and with poor salary/wages, we are always looking for instructors and have constant turnover in leadership.

E. Budget requirement to address challenges

In the next budget cycle, we need to address salaries across the board, so we are more competitive in attracting and retaining quality staff.

College Assistance Migrant Program
Director responsible for this report: Stephanie Vigil-Roybal

I. Annual summary of activities

CAMP Government Performance and Results Act (GPRA) indicators are listed in the table below. Due to the lengthy COVID-19, this preliminary information was not presented to OME in the Fact Book in July 2022 but will be finalized in an Annual Performance Report submitted to OME in November 2022. In addition,; the effect of the COVID-19 pandemic has impacted CAMP performance and GPRA measures for fiscal years 2019 and 2020, but through diligent and consistent communication with students, our GPR1 and GPR2 increased slightly in 2020-2021. In FY 2022, the effects were immediately apparent as they have been in FY 2021. The expectation was that after only a few months, life would return to normal, and the momentum would carry us through the end of the academic year. As telecommuting persisted and inconsistently remained, it took a toll on students and staff. CAMP depends on consistent and continuous programming and 1:1 personal communication with students, which became difficult to maintain in virtual and slow entry on-campus settings. As students studied from home, they had to contend with many

Grant Year	Yearly Budget	Incoming Students		Outgoing Students			CAMP Completers		CAMP College Graduates
		Funded to Serve	Total Served	1 st Yr. Completers	Persisters Returning Next Year	Continuing Continuing to Y2	GPRA 1 % of Completers	GPRA 2 % of Completers Continuing to Y2	Total CAMP College Graduates
2016-2017	\$424,989	30	41	25	11	25	83%	100%	4
2017-2018	\$424,959	30	35	26	7	26	62%	100%	10
2018-2019	\$424,879	30	32	27	3	26	87%	100%	17
2019-2020	\$424,972	30	32	21	5	25	80%	100%	16
2020-2021	\$424,982	30	31	16	12	16	84.21%	99%	23
*2021-2022 NEW Grant	\$469,586	30	31						16

barriers and challenges, such as a lack of continued dependable internet service and access (even though all of our CAMP students were given “jetpack” with an addition boost of connection, but still lost connection depending on service and location.) In FY 2022, the CAMP program was operating from home in Fall 2021, still with minimal footprint on campus. Spring 2022 CAMP Staff and Students were able to be present in the CAMP Office or on campus for CAMP in office/class requirements until July 2022. Also, CAMP Advisory Board conducted new CAMP student candidate interviews for Fall 2022. * New CAMP Grant Award FY 21-22. OME- Office of Migrant Education FY22, APR Annual Report, is due 11/8/22. The estimated projected #'s are reported above in the New Grant will be in the next annual report on 7/2023. (FYI, OME reporting periods are one year behind. That is why there are no final numbers in the columns for 2021-2022).

A. Enrollment

CAMP 1st year cohort (2021-2022) delivered services to 30 students. Good Collaborative effort with the HEP/CAMP programs; for CAMP our full-time recruiter is now 50/50 HEP and CAMP. Officially in January 2022, It was approved by OME -Office of Migrant Education. This role is crucial

for both programs. The individual who takes on this new role is a very smart, approachable, critical thinker, and understands students' needs. He completed his BA from Northern in May 2021. The program continues to be successful in enrollment for our CAMP students; double entries in spring and fall. This change was successfully implemented; CAMP enrollment was challenged due to COVID but with the mentorship of the past recruiter the current recruiter worked hard and successfully delivered a full cohort (30 students) for Fall 2022. Retention (GPR2) is currently at a record high with a waiting list of students interested in CAMP. In Fall 2021 the recruitment process on travel and application processing was at a standstill at times due to the inconsistency of some school districts in the community and Rio Arriba county.

B. Student Success

Good News! CAMP Graduates of Northern; In-Person Commencement Ceremony Spring 2022 we are proud to announce after 2.5 years (due to COVID) CAMP had 32 Graduates with either AA's or BA's degrees participate in this Student Ceremony. CAMP students were from Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022. The preliminary GPRA outcomes for 2021-22 are not visible on the chart but NNMC CAMP continued to be stable in Fall 2021, even though the campus was still cautious of all (students, staff, administration, and faculty) about the physical presence on campus due to COVID-19. In Spring 2022 campus slowly opened for students who were required to present vaccination cards to CAMP and then CAMP recorded them with the NNMC Health & Safety Officer. During this slow transition back to College, this allowed students to be present on campus for CAMP requirements and it was so good to work with them as they finished their last semester with CAMP. Due to the back and forth regarding safety and students' knowledge of this action, some of our students withdrew from college due to challenges with sufficient internet, 1:1 learning styles, face-to-face instruction, not wanting to get vaccinated, and additional resources needed for the students, but fell short to their learning and understanding the process. GPRA 2 retention target fell short by 99% due to students who thought would return back to College but choose not to due to most of all online classes. GPRA 1 setback with higher project rates fell short due to some HEP students who were not academically ready for the rigorous college coursework. In addition, as the college continued to limit access on campus for 1st-year college students the project reported 88% of faculty submitted AP Academic Progress reports for CAMP students, even though students were challenged to submit academic progress forms to their professors. The Faculty/Staff/Peer mentoring initiative fell short where only a few students mentoring with faculty & staff was performed due to COVID. The Interim President, Bárbara Medina, continued the legacy and supported our CAMP Mentor/Mentee initiative with pride, where she mentored one of our CAMP Students for one full academic year. Also, our CAMP Student Leader project; They did mentor current CAMP students found it challenging to communicate due to internet access and not able to physically meet in person for one-on-one meetings. Virtual Zoom meeting were okay, but through best practice takes place when engagement is in the present. NNMC CAMP Graduates continue to rise even during this COVID time.

C. Communication

CAMP continues to update student handbooks each semester and yearly for the procedures manuals (always works-in-progress) for staff and a Guidebook and weekly announcements sent out via email and posted in the CAMP office for students. Flyers for NNMC and Community events are updated weekly on an easel just outside the CAMP office. Due to COVID-19 updated information in the CAMP office has been slow, due to minimal footprint on campus. CAMP continues to utilize a “Remind App.” This tool helps staff communicate via text to the students’ cell phones quickly. It is very effective in communicating with the students; they do respond depending on internet service. Staff communicates internally via regular meetings, email, phone, texting, and Google docs and calendars. Our most impressive communication channel update and constructed that addresses all four lines of effort in the strategic direction is CAMP’s Hall of Fame; it communicates, encourages, and celebrates student successes and teamwork, which all have a positive effect on public relations and future enrollment. The last Cohort year 2021-2022 has had emotionally ups and downs for CAMP Staff and students. In Fall 2021 semester, students were still not able to experience the excitement of their first year of college until Spring 2022.

D. Team Spirit

CAMP continues to strengthen, provide and deliver the best 1:1 personal and professional service to their students. CAMP always welcomes community outreach (service leadership projects) in providing students opportunities to serve their community by volunteering and “giving back” with their time only in the community. Northern CAMP students who qualify receive an amazing opportunity for their 1st year of college. Students receive each semester; Books and School Supplies(laptop), Tuition/Fees, Participation Stipends (financial assistance), Meals, Transportation, and an Individual Jetpack (wi-fi secured connection devise). In addition, Free Academic Advising, Counseling, and Tutoring for all their classes. CAMP successfully completed its 1st Cohort 2021-2022 of the New CAMP Grant for 2021-2026. Students were excited to be on campus and take some of their classes in Spring 2022 ‘live’ in person. Also, a big success project is the Faculty & Staff Mentor & Mentee Initiative with on-campus and community partners play a critical role in helping students adjust to campus life and complete their first year of college. The Pandemic made everything uncomfortable and uncertain. Our CAMP Advisory Board Committee (ABC) was available virtually in Fall 2021 but returned in Spring 2022 for meetings and Student Interviews in June and July. Summer 2021 Northern & CAMP collaborated with Espanola Valley High School to create a mentoring initiative for high school students who would like to have a college mentor. CAMP Director was on this team with Student Senate, Upward Bound, Gear Up, Steve Cox, Recruitment, LANL, Espanola Public School Superintendent and City of Espanola, this was a good project however due to COVID this project was limited to in-person mentoring opportunity. Good news, with CAMP collaborations with EVHS Gear Up two of our CAMP Alumnus currently work with Gear Up. Also, CAMP Alumnus are employed by Upward Bound. This example shows the benefits of CAMP and this has boosted recruitment efforts for Upward Bound students for CAMP. This community mentoring initiative effort with Espanola Valley High School used the CAMP mentoring model to support and guide this project. CAMP focused on student support and success that continue to enable the project to continue to make strides in helping students complete their first year in college and transition smoothly into their second year: advising, behavioral health services, financial aid, admissions, accessibility, testing, registrar, writing and math centers, faculty, co-curricular assessment team, writing center, math center, Madrid

Tutoring Center and HEP. CAMP looks forward to returning to campus and working with our students face-to-face in a healthy and safe environment.

II. Challenges

CAMP staff missed working in person one-on-one, and face-to-face with Students. Students were uncomfortable with the “new norms,” and some could not follow through with all their online coursework. Additionally, CAMP Staff were challenged with sufficient internet services, just like students, and the inconsistency of some faculty no and/or delayed responses to student’s academic progress forms. In 2021-2022 GPR 1 declined during the Fall 2021 semester due to students wanting to know when face-to-face classes will be available at the college.

A. Enrollment

CAMP Recruiter has and continues to have challenges during this COVID school year. Our services of assessment were provided, but accommodation for specific student needs of resources was challenged by no physical one-on-one in-person interaction in Fall 2021, and later it was taken in Spring 2022. Too long for students to wait, and some went to other IHE (Institution Higher Education) where face-to-face instruction was available. We lost students, not just for CAMP, but it was challenging for Northern enrollment as a whole in Fall 2021, for instruction was still all online due to COVID.

B. Student Success

Currently, during the COVID years, the grant continues to use the College available resources to their advantage to have a smoother transition for students, along with Group Team monthly meetings: CAMP, Northern Advising, Admission, Financial Aid, Testing, and Recruitment. While CAMP continues to offer 2-3 day comprehensive new student orientations at the beginning of each semester, the transition for students still seems to be difficult, as shown by the withdrawal of students from the project. Students reported moderate struggles with advising as they transition into CAMP for the correct coursework for their first year of studies. Continuously in Spring 2022, personal, family, and work problems and situations have presented barriers and challenges to completing education commitments for many students. In spring 2022, CAMP moved forward to in-person support for students.

C. Communication

2021-2022 was a whole new way of communicating. Our intention by Spring 2022 was to develop a semester newsletter to distribute to partners, the community, and the NNMC campus has not been realized due to the CAMP staff shortage at the beginning of the year. This is slow progress in action. Hopefully, when we return to campus in Fall 2022, we will again revisit the idea of a newsletter that would help to promote enrollment by showcasing the achievements and interests of CAMP staff and students, and it would be a platform for CAMP to express appreciation to the many agencies who help us to be successful, but are focus was trying to keep students in school and completing their assignments and communicating with CAMP staff. Also, Summer 2021 and Fall 2021, due to short-staffing in the business office, the loss of President Bailey, Cheryl James (Chief Compliance Officer), and Ricky Bejarano (Vice President of Finance) major reconstruction

took place, and new channels of communication to learn, i.e. there were communication challenges in the submission process of purchase requests, outstate travel/instate travel requests/approvals, invoices that need to be paid, purchase orders, in-house requests (Bookstore), etc. This situation appears to have been rectified.

D. Team Spirit

CAMP continues to “Get it Done” in all aspects. CAMP Staff strives and Delivers the Best with Pride and will continue even these trying COVID times get us down!! CAMP Academic advisement is a vital aspect of student success and is a core position on the CAMP Team; It takes time to recover when staff leaves the program. Fortunately, we welcome Joshua Lopez our New CAMP Recruiter who leads with perfection and strives to support student success. In addition to our CAMP Team is my CAMP Academic Advisor, Stephanie McReynolds continues to “move mountains” with hard work, dedication and passion of her community/pueblo where she values and appreciates students and gives quality service that is endless. She values students and their ability to finish school. Her team spirit is contagious and her ability and culture dynamics create a welcoming environment in the CAMP suite. Her high energy level is endless and she models the importance of education and staying in school. We are proud of three student interns; Joshua Lopez, Higinia Padilla, and Nancy Archuleta. All of these students lead by example and many follow their excellence. What better way than to mirror our CAMP program. Students who finish the program and mentor future CAMP students. Currently, Joshua Lopez holds a position in the CAMP program as CAMP and HEP Recruiter. Higinia Padilla continues to lead by example and works for NNMC CASA with Kristy Alton, and Nancy Archuleta is currently our CAMP Office Assistant and CAMP Leader and continues with her education at Northern. We are proud of all of their successes and accomplishments. They value CAMP and now hold important roles in CAMP and CASA. What a great way to display “team spirit”. These two students know the program well. They are positive role models and mentors to new CAMP students, but also they have been given the opportunity to be employed by the program. This mirrors the importance of a great program, team spirit, and, most importantly, success. Summer 2022, many new CAMP students were enrolled in Summer Bridge, Directed by Kristy Alton. Great Success!

III. Future Projects

CAMP continues to move forward with future projects with safety COVID protocol; continue to strengthen collaborative community relationships and collaborate more with the CAMP Advisory Board Committee members and our Native American Community. The CAMP Advisory Board participated in our student interview week. Students who qualify for CAMP are interviewed by the Advisory Board Committee and give CAMP their recommendations on the students who they think will succeed in the program. Also, CAMP will continue the recruitment process by reviewing some of the students who were placed on a waitlist, these students will be picked up in the Spring to ensure that we meet our enrollment of 30 students for the fiscal year. An important note; Student who were interested in applying into CAMP deferred until NNMC resumes face-to-face instruction. Another future CAMP project is called

CAMP Vertically-Integrated Scholarship Program. This was introduced by Toby Vigil who is an instrumental community mentor and has implemented many wonderful projects for NNMCM with the focus on student success. This future CAMP VIS Project will help my team meet CAMP objectives and maintain the viability of our program. The concept is vertically-integrated scholarship program that can take the successful CAMP Graduates and merge them into a wider-class or classes of scholarships.

A. Enrollment

CAMP Recruitment is ongoing year-round and the New CAMP recruiter currently has a new role; HEP/CAMP Recruiter. This new robust title has been a plus for both programs. In this new role process is recruiting students for both HEP/CAMP is amazing. Currently he is recruiting for continuously for HEP/CAMP Fall 2022 and Spring 2023. All correspondence going out to the high school counselors indicating this will also be sent to our community partners and our Tribal Education Liaisons. CAMP recruitment is completing all CAMP student files for the 2022-2023 fiscal year. There was no travel permitted during the COVID year 2020-2021 and partially 2021-2022. This made it challenging to recruit.

B. Student Success

In the Spring 2022 we successfully completed the New CAMP Class “The Master Student” FYEX 1110, which incorporates First Year College experience topics, Community Internships and/or mentors initiatives, STEM project, Student Leader Internship Program, Advisory Board Committee, Native American Enterprises. 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 NNMCM.

C. Communication

CAMP currently implement student online evaluations of monthly meeting content, student ideas on programming, and student satisfaction. Students have communicated they would like to have more say and play a more active role in helping plan speaker series and student events. Further discussion and planning are on the agenda regarding Student Leader recommendations for increasing engagement activities, making mentor meetings and the FYE course more meaningful to the needs of first-generation college students who are seasonal farm workers, and increasing buy-in from CAMP students by issuing prior announcements of upcoming monthly speakers.

D. Team Spirit

CAMP Collaborates with the HEP Director and his team with positive support and reflection on goals and objectives. We meet every five weeks to discuss topics of interest/concern. Collaborative continuing efforts with the NNMCM Behavioral Health Counselor have resulted in the implementation of two check-in sessions per semester for CAMP students and CAMP student leader training in the summer. CAMP will continue to maintain strong communication and work cooperatively with NNMCM departments supporting each student’s success in college and career. CAMP will continue participating in NNMCM events, community events, and activities giving CAMP opportunities to practice leadership by example, an important component of the program.

Connecting Academics with Student Success and Achievement (CASSA) Title V Project
Director responsible for this report: Kristy L. Alton

I. Annual summary of activities

A. Enrollment

The Title V CASSA Outreach Coordinator/Academic Advisor's role focuses on outreach to Santa Fe area high school students and to transfer students from Santa Fe Community College (SFCC). Outreach information was delivered to 83 students in the Santa Fe and surrounding areas. This outreach included Zoom informational sessions for SFCC and UNM Taos TRiO students, Del Norte Credit Union's STEAM Day, and a tour of our Espanola campus for SFCC students. The Outreach Coordinator continues to advocate for our transfer students.

B. Student Success

Student Support Services:

The Title V CASSA Project provides the following student support services: peer-led team learning (PLTL) also known as embedded tutoring, peer tutors, peer advisors, and Eagle Techs. Seven peer tutors provided tutoring services via Zoom at the Online Madrid Center. One peer advisor was assigned to each of the following departments: Language and Letters and Teacher Education. Title V CASSA funded three Eagle Tech positions.

Behavioral Health Counselor:

The Title V CASSA Project provides free Behavioral Health Counseling services to all Northern students. Due to the COVID-19 related campus closure all counseling sessions took place via phone and were scheduled to meet student needs. The Behavioral Health Counselor is a member of the CARE Team and also makes regular presentations to various Northern departments and classes. The Behavioral Health Counselor addresses issues with depression, anxiety, stress, PTSD, anger management and alcohol and drug abuse.

Degree Works:

Substantial work was done to scribe the 2021-2022 academic catalog into Degree Works. Student Education Plans (SEPs) continue to be a primary project. One student worker diligently worked on the SEP effort.

Professional Development for Faculty:

The Title V CASSA funded Instructional Designer worked with the DE staff to design professional development opportunities for Northern faculty in Genius. These courses included PD 101 "Online Teaching Foundations", PD 102 "Online Teaching Academy I", and PD 103 "Online Teaching Academy II". Participating faculty received certificates of completion and badges recognizing their commitment to professional growth.

NNMC Faculty Professional Development Program



C. Communication

Title V CASSA Project staff submit a monthly Time and Effort/Activity report via Google Forms to account for monthly activities and set goals for the upcoming month. Staff meetings happen approximately every two months. Meetings between the Director and each staff member happen more frequently as needed.

CASSA staff participate in the following teams/committees: SEM (Strategic Enrollment Management) Team, CARE Team, 8-Week Course Implementation Committee, Web Governance Team, SSI Team.

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

D. Team Spirit

The Instructional Designer position is instrumental in helping faculty develop their online courses and provide on-going technical support for both faculty and staff.

II. Challenges

A. Enrollment

The biggest challenge to our outreach efforts this year was personnel and structural changes at SFCC. A number of our direct SFCC contacts have either found other jobs or been reassigned within the SFCC organization. This resulted in fewer contacts and presentations than would have normally occurred.

B. Student Success

Student Support Services:

The number of Northern students utilizing the peer tutoring services at the Online Madrid Center remains low. We were unable to attract and hire embedded tutors this year.

Degree Works:

The Degree Audit Analyst resigned in February 2022. This position remained vacant until August 2, 2022. This has caused a lot of frustration with Degree Works from both faculty and staff.

C. Communication

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

D. Team Spirit

Two key members of the CASSA team resigned this year, the Instructional Designer and the Degree Audit Analyst. Both positions have remained vacant for a number of months. This has put stress on the CASSA team as well as the Northern faculty, staff, and students.

III. Future Projects

A. Enrollment

The Outreach Coordinator/Academic Advisor will continue to work toward year 4 and 5 goals. She will focus more energy on outreach to transfer students. We intend on hiring two student ambassadors will be hired this academic year to help transfer students “navigate” their first year at Northern.

B. Student Success

Student Support Services:

We intend to offer Embedded tutoring, peer tutoring, peer advising, and Eagle Techs both virtually and in person this academic year.

Title V CASSA is funding an Academic Coaching Pilot Program. This pilot program will target up to 10 students at risk of failure, dropping out, and/or stopping out. Academic coaches will meet with students regularly to work on setting goals, study skills, time management, organization, prioritization, and addressing specific challenges impeding their academic success.

C. Communication

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

D. Team Spirit

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

Continuing Education

Director responsible for this report: Cecilia Romero

I. Annual Activities Summary

A. Enrollment

The enrollment of the following classes has remained increasing: woodworking, weaving, retablos, bultos, and four harness; online classes have increased from 30% to 40% of the total offerings. We continue to partner with Ed2Go, Mind Edge, and Career Step for online courses. We continue to recruit virtually in the surrounding area high schools such as Espanola Valley High, Pojoaque, Mesa Vista, McCurdy, Los Alamos, Dulce, and Taos. Enrollment with the DET program is stable at an average of seven to eleven LANL employees per class. Credit / No Credit policies are being implemented, giving LANL employees the option of declaring a major and receiving college credit towards a certificate or degree offered by NNMC.

B. Student Success

Many of our Continuing Education students have earned a respected position in the Spanish Market for their various art pieces. The department has developed policies limiting the acceptance of donated equipment to ensure the equipment is viable and beneficial for instruction. Much of the used equipment is taking up space and not being utilized since newer and better equipment has been purchased. DET employees have achieved a certificate in Continuing Education Soft Skills, Reading Comprehension, and Microsoft Office Suite, among others. LANL supervisors have assigned hands-on related projects to their employees that correspond with the teachings of the courses. This confirms that LANL employees are being taught aspects related to the nature of their jobs.

C. Communication

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

D. Team Spirit

Continuing Education department participates in college-wide meetings/committees and college-wide activities. Our department participates in early registration to avoid an overload of students all at once. Continuing Education faculty will continue to support/hosts college and community events. This requires the 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. Our collaboration with the LANL DET group is a great example of Team Spirit since this group of people feel vested in reaching a goal with Northern New Mexico College, and we are all there to support each other. Continuing Education

staff has recently decided to award instructors involved with the LANL/DET project, with a Certificate of Completion award giving instructors their own sense of accomplishment once the project is successfully completed.

II. Challenges

A. Enrollment

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

B. Student Success

Continuing Education department continues to be challenged by limited facility resources. If the current growth continues, Continuing Education will likely require the addition of one more full-time faculty to adaptively provide for student support and DET needs. LANL employees are permitted to utilize authorized platforms both as employees and as students. For security reasons, the platform Zoom is not permitted by LANL. CE has purchased a software platform known as WebEx, which is LANL-approved. WebEx has allowed LANL staff/employees to communicate with CE instructors/staff. LANL staff did experience many obstacles with the Genius platform. An example would be the development of Certificates of Completion for LANL employees. A strategic plan to cure this would be for Distance Education to develop a general audio/video training module accessible to NNMCC staff, faculty, and students, as well as LANL/DET staff and employees. This audio/video training module should cover every aspect of the Genius platform. For students, aspects of signing in/out, locating assignments, submitting assignments, 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.

C. Communication

Continuing Education continues to be challenged in maintaining accurate communication with students making their payments directly with the cashier. I seek to remedy this by including our Continuing Education/DET classes on the Genius software, which will collect and maintain student contact lists for individual classes. Continuing Education/DET will continue to hold monthly/weekly meetings for instructors and regularly communicate college-wide announcements through email. When hiring instructors for the LANL DET / Continuing Education courses, contractual agreements are required for each position: Course Development, Course Instruction and Assessment Evaluation Costs. One challenge we continue to face is that contracts are not being processed in a timely manner by Human Resources causing our instructors to receive their 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.

D. Team Spirit

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

E. Budget Requirements

Based on our current growth, the CE department anticipates the need for at least one FT position. We are also anticipating the need for expansion of space equipment in 2022. The remaining budget/balance regarding the LANL DET contract was acquired over the last year, and it is apparent that LANL is satisfied with the services that NNMC Continuing Education has provided them with over the last two-year contract. Continuing Education looks forward to drafting a new contract for LANL DET soon.

III. Future Projects

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

The department of Continuing Education/DET will continue to administer the grant and funding source they currently hold with LANL, which will increase enrollment in the department. CE will continue to pursue opportunities within the community and with future partnerships by expanding our online offerings. Outreach events can demonstrate to area schools exciting potential events while attending Northern. A plan to foster positive communication between CE/DET instructors, staff, students, and administration will be implemented. The plan will communicate formal and informal virtual gatherings to share information. Team spirit will be compiled from virtual advertisement on social media platforms.

Fast-Track to Finish (F2F) Title V Project

Director responsible for this report: Kristy L. Alton

I. Annual summary of activities

A. Enrollment

The Title V Fast-Track to Finish (F2F) Project held its second Summer Bridge Program from 6/6/22-7/14/22. The focus of this program was to increase the math and English skills of participants so that they could enter college-level courses in the fall. Sixteen students completed the program, a 50% increase from the previous year. Of our completers, seven students are eligible to enter Intermediate Algebra, and five are eligible to enter Composition I in the fall. Students received 48 hours of math and 18 hours of English instruction over the six-week program, in addition to one-on-one tutoring sessions with the course instructor.

B. Student Success

The biggest effect F2F has had on student success is that 50% of Fast-track to Success Summer Bridge students can enroll in college-level classes this fall. Additionally, nine Summer Bridge students took and successfully passed the new Financial Literacy class included in the program.

Other F2F efforts to increase student success include:

Math Pathways: We will continue to work toward developing multiple math pathways with relevant and challenging content aligned to specific fields of study. This strategy focuses on shortening the developmental math course trajectory allowing for students to reach and complete a college-level math course in one year or less.

8-Week Course Implementation: As the number of 8-week courses increases, the F2F grant has supported student success by offering two professional development opportunities for staff and faculty on this topic.

Career Services Coordinator: The Career Services Coordinator will create a physical space for students to use to access opportunities to participate in local internships, job fairs, resume, and interview workshops.

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

C. Communication

F2F staff submit a monthly Time and Effort/Activity report via Google Forms to account for monthly activities and set goals for the upcoming month. Staff meetings happen approximately every two months. Meetings between the Director and each staff member happen more frequently as needed. F2F staff participate in the following committees in an effort to increase communication with the wider college community: Distance Education/Library Weekly Meetings, 8-Week Course Implementation Committee, and SSI.

D. Team Spirit

F2F funded the purchase of Blackboard Ally, a tool that seamlessly integrates with Northern's LMS providing a more inclusive learning environment for students. F2F has supported Blackboard Genius, an online learning software used to train faculty and for students to attend NSO online.

II. Challenges

A. Enrollment

Low enrollment and chronic attendance issues were problematic during the Summer Bridge Program. Lessons learned this year will be applied to the next summer's program.

B. Student Success

As a result of the new CHES ERP project and turnover in the Business Office, the Student Retention and Intervention Management System (SRIMS) software has yet to be purchased. This was the biggest priority for the first year of the F2F grant, and it has not been accomplished. The SRIMS software will allow academic and administrative departments to work together to support Northern's students through timely communication with students and other stakeholders, early alerts, and strategic intervention for those students that are "off" track.

E. Team Spirit

The turnover in Distance Education staff has had a negative effect on Team Spirit.

III. Future Projects

A. Enrollment

F2F Summer Bridge Program will continue the summer of 2023 with a goal of 40 participants. A marketing campaign will begin fall 2022 and continue through spring 2023 with visits to local area high schools, targeting Senior English, AVID, and GEAR UP classes, and will include flyer distributions.

B. Student Success

Math Pathways: the project to create multiple math pathways will continue through the 2022-2023 academic year.

Career Services Coordinator: the CSC will continue to provide students with opportunities to launch and grow their careers.

C. Communication

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

D. Team Spirit

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

High School Equivalency Program
Director: Jacob Pacheco

I. Annual summary of activities

The High School Equivalency Program (HEP) at Northern New Mexico College (NNMC) is a federal grant program funded by the U.S. Department of Education's Office of Migrant Education. The HEP program provides services to eligible migrant and seasonal farmworkers and their immediate family members. The primary goals of HEP are 1) To provide eligible participants with instructional services to prepare them to successfully pass nationally recognized High School Equivalency (HSE) exams; 2) To provide support services to enable students to successfully earn their HSE; 3) To provide training and services necessary for participants to obtain upgraded employment, enroll in an institution of higher education, vocational training program or to enlist in the U.S. military. Throughout the 2021-2022 program year, the HEP program worked diligently to meet those goals. The program worked to identify and recruit eligible students by following a strategic enrollment plan. The program also provided HSE instruction five days weekly through both in-person and online learning formats. Enrolled students were provided with all materials necessary to successfully obtain their HSE. Students were supplied with study materials and resources, loaner laptop computers and jetpacks, notebooks, pencils, and pens, and financial stipends to assist with their ability to remain enrolled in the program. The students were provided encouragement and advisement and referred to partnering services such as mental health services when needed. Together, the services provided resulted in a high level of success for those students who participated in the program.

A. Enrollment

Project Goal 1 – Identify & Recruit 160 migrant or seasonal workers annually; enroll 80. During AY 21-22, the HEP program identified 144 potentially eligible students. The program ultimately enrolled 47 students. 36 of the enrolled students earned their high school equivalency diploma, six students stopped-out of the program, and five students persisted into the 22-23 program year. This was 33 students short of the target goal to enroll 80 eligible students.

B. Student Success

All 47 enrolled students were provided high-quality HSE instruction and support services to foster their success in reaching their goals. Of the 47 enrolled students, 36 earned their high school equivalency diploma. All 36 HSE achievers also participated in the transition services component of the program. The transition phase helps to promote student success by providing students with information, tools, and the basic skills needed to successfully enter post-secondary education, vocational training, military service, or to advance their job and career opportunities. Regarding success, 19 of the 36 HSE attainers were transitioned into college, while 22 students were positioned for an upgrade in employment.

C. Communication

The HEP staff continues to foster a high level of communication between team members, college staff, with program participants and also with partnering programs. Weekly staff meetings are

scheduled with the intention of staying on task with the program's short and long-term goals. Impromptu meetings keep the team informed of important “need to know” information. The program's management is intentional about making staff members feel that their input is valued and has weight on decisions that affect day-to-day operations.

D. Team Spirit

A high level of team spirit exists within the HEP program, as is evidenced by the cooperation between team members. Each team member contributes in their own way to create an atmosphere conducive to productivity and meeting objectives. Also, healthy communication among the team sets the stage for a work environment that affords each member the ability to contribute their talents and skills to the program's success. The HEP program will continue to work with and support other College departments. For example, there exists a high level of camaraderie between the HEP program and the College's student support services (Admissions, Registrar, Advisement, Financial Aid, and Student Accounts, Veteran's Services, Testing Services) which play a major role in the program's success in enrolling students into college and provides for a satisfying enrollment experience for the students. Overall, team spirit is derived from strong working relationships within the department, across the College, and most importantly by sharing and celebrating the success of the students the program serves.

II. Challenges

The High School Equivalency Program has faced challenges during the 2021-2022 program year. These challenges include 1) continued low enrollment numbers from pre-pandemic years; 2) Difficulty in providing student financial stipends timely; 3) difficulty meeting objectives to provide off-campus educational experiences.

A. Enrollment

A nearly 40% decline in enrollment from pre-pandemic numbers continues to plague the HEP program. Some factors contributing to low enrollment are 1) traditional referral networks disrupted by the Covid-19 pandemic; 2) campus closure; 3) fewer community events for recruitment opportunities; 4) vaccination policies that may disproportionately affect the at-risk population of students who need HEP program services.

Identifying and recruiting qualified students to enroll in the HEP program has continued to be challenging. Although schools report that many students dropped out of high school due to their challenges with online learning, the number of students seeking out program services has remained low. The challenge remains to find those students and recruit them. Another major problem affecting recruitment and HSE completion is that a high percentage of eligible students choose not to be vaccinated. The College's current vaccination policy is problematic for the high school equivalency population because many of these students dropped out of high school because they fell behind in the online learning environment during the pandemic. The impacts of the vaccination policy on HEP enrollment are difficult to accept when the reality is that Northern's HEP program is competing with HEP grant programs across the nation that continue operating without vaccination mandates.

B. Student Success

High school equivalency students are typically at-risk and disadvantaged from the get-go. A high percentage of this population comes from single-parent homes, face poverty and lacks basic resources such as having internet service or owning a personal computer. The HEP program serves many students that begin the program with very low technology skills, lack the ability to navigate common software, or in many cases, have been out of the academic environment for an extended period of time. Even with these factors, the program continues to see resiliency, determination, and hard work from its participants. In 2021-2022, 76% of the enrolled students worked diligently and earned their high school equivalency diploma. Many of these students did so through the hardship imposed by the vaccination policies, which have required them to only receive instruction online and take official tests through proctoring services. These students continue to face the same reality when enrolling in college classes at Northern. The HEP program will continue to see successes but, unfortunately will also continue to witness the difficulty that many unvaccinated students experience trying to enroll in the program thru limited campus access and then, when enrolled, struggling to succeed in an online-only learning format. This issue is understandably a difficult topic because it involves choice, and there exists a wide gap of opinions regarding vaccination policies. Given these circumstances, the HEP program will persist in its mission to serve the migrant and seasonal farmworkers who need its services and will continue to work with each enrolled student to see them graduate and move on to brighter futures.

C. Communication

Surprisingly, there are no significant challenges to report in the area of communication. As reported, interdepartmental communication is healthy. In addition, the communication between the College's Administration, staff, faculty, and students has been quite good. The frequent use of Zoom meetings allows all stakeholders to participate whether they are working on-campus or remotely. The volume of emails that are not pertinent to work can often be overwhelming, but can be managed by taking time to use available email filtering options; this though requires nearly daily attention.

D. Team Spirit

One challenge which has continued to plague the program's team spirit is an issue which negatively affects the programs students. A persisting problem is the College's inability to process stipend checks in a timely manner. The HEP grant specifies that student support in the form of stipends will be paid to students to support their ability to participate in the HEP program. The majority of students rely heavily on the financial assistance they receive to focus on earning their HSE. Many students sacrifice the ability to earn money by holding off on obtaining a job or they have scaled back their work hours in order to participate in the program. Unfortunately, it is all too common that most HEP students will experience delays in receiving stipend assistance while some will not receive a single stipend payment until they have exited the program. Unfortunately, many enrolled students who need the assistance must persistently ask when they might receive a stipend check so that they can pay a bill or put gas in their car to make it to class. This issue has been both pervasive and persistent over time. The HEP program staff continues to work with the

College department that is responsible for the delay in processing checks, and they are optimistic that some positive change will occur within the near future.

III. Future Projects

The HEP program will continue to work diligently to meet program goals and objectives as specified in the approved grant. The program will focus on the recruitment of students, providing quality instruction, and providing the resources needed for HEP participants to be successful.

STEM XL Accelerating Achievement in STEM Title III Project

Director responsible for this report: Lynn Chamberlain

I. Annual summary of activities

A. Enrollment

STEM XL supported STEM enrollment via the following efforts: Fast-Track to Success Summer Bridge—Math Intervention and *Aspire to Engineer*—a course meant to introduce students to the various career opportunities in the Engineering fields; STEM Faculty course redesign.

B. Student Success

Several initiatives were implemented that contribute to student success, including the following.

- STEM Faculty Course Redesign: Faculty have redesigned six STEM courses from 16-week to the accelerated 8-week, and twenty from face-to-face to online.
- Summer Bridge intervention program for Developmental Math and Aspire to Engineer for incoming college freshmen 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 books, supplies, and meals free of charge. Sixteen students participated in the 2022 program; 50% of the students in the Math class are eligible for Math 1215 (Intermediate Algebra) this fall. “Aspire to Engineer” (A2E) was an experiential class in which no grades were given. Title III supported the development of A2E and four instructors for teaching and tutoring.
- Coordinator for the Math Center of Excellence: This new position began on March 1st. The Coordinator is responsible for academic support of student success in math. Duties include collaborating with the Title III Grant Project Director, NNMCMath Department Chair, NNMCM Student Services, STEM Advising, STEM Retention Specialist, and STEM Instructional Designer to help create an Integrated STEM Student Support System.
- Administrative Support: This new position began on February 28th and is co-sponsored and shared with Title V grants.
- Professional Development for Staff: STEM XL supported pursuing two certificate online courses to benefit STEM students for three Academic Advisors: Advising First Generation Students; Theory and Practice of Advising.
- Professional Membership for Faculty: Title III supported professional membership for STEM faculty to benefit their students— Animal Behavior Society, American Chemical Society, American Society for Biochemistry and Molecular Biology, and SACNAS: Advancing Chicanos/Hispanics & Native Americans in Science.

- Faculty Specialized Conferences: STEM XL supported two STEM faculty members attending and presenting papers at two conferences—The American Society for Engineering Education and the International Society for Stem Cell Research.
- STEM Equipment: Purchases to enhance student success include the following— New Whiteboards for the Math Center of Excellence that will enhance our remote teaching technology capabilities; Computers for Math Center of Excellence; Math Center of Excellence Calculators; Leased Printer for Math Center of Excellence; Summer Bridge Math Book Software; Engineering Department CAD Drafting Computers; Desks, Chairs, Tables for Math Center of Excellence; and Lab Equipment for Physics and Geology classes.
- STEM Related Software: STEM XL supported the following expenditures: ChemDoodle Lifetime License; AppointmentPlus software, now called DaySmart Appointments, for scheduling and tracking tutoring for the Math Center of Excellence; 12 Matlab Software Licenses for Engineering Faculty/Math Center; and the upcoming purchase of scheduling software (Coursedog or Ad Astra).
- Targeted Outreach—Digital and Conventional Media: STEM XL supported the redesign funding of NNMC’s website redesign, which will include a web page devoted to STEM XL dissemination goals and outreach.
- STEM XL supported hiring three faculty members to cover academic advisement during the absence of STEM Department Chairs during their summer break.
- STEM XL supported the virtual participation of four Northern professional staff (Registrar, Library Director, Financial Aid Director, and STEM XL Project Director) to attend Amarillo College’s ‘Love and Learning Summit 2022.’ The two-day conference focused on the following issues: ‘Reforming Academic Systems and Structures’ sessions; and ‘Loving Your Students to Success’ sessions.

C. Communication

STEM XL 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 two Title V grants on grant collaboration.

The Math Center of Excellence coordinator provided the STEM XL PD with monthly reports.

STEM XL PD communicates with STEM Program Chairs as needed and supports staff according to spending and hiring priorities.

The STEM XL PD participated in the college’s Sensitivity Training, Consent & Respect Staff V3 training, the ongoing ‘Socially Just Design in Postsecondary Education: A Series’ presented by the Gardner Institute.

B. Team Spirit

STEM XL, ongoing support of grant goal activities, has fostered an environment of internal growth and support of and from the three STEM departments for the stated purposes: 1. Increase postsecondary STEM enrollment and success for Hispanic and low-income students; and 2. Increase the number of Hispanic and low-income students attaining STEM degrees.

II. Challenges

A. Enrollment

No enrollment challenges to report unique to STEM XL concerns will not be resolved through intensified outreach and program/equipment improvements for instruction.

B. Student Success

The student success challenges are not unique to STEM XL that will not be resolved through hiring personnel delays, intensified outreach, and program/equipment improvements for instruction.

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. Currently underway are interviews for the Holistic Retention Specialist/Social Worker position for STEM students. With the subsequent onboarding of the new Distance Education Director, we will be interviewing for the position of STEM Curriculum Redesign Instructional Designer. We have yet to accept applicants for two STEM Holistic academic Advising positions for Engineering and separately for Biology, Chemistry, Environmental Science, and Math.

Hiring student tutors for Summer Bridge embedded assistance was a problem due to the small pool of active tutors and students' prior commitments. In the coming academic year, STEM XL has communicated to the STEM Department Chairs the need to help identify an adjunct instructor who would serve as a tutor liaison for recruitment, training, scheduling, and reporting.

C. Communication

Early on, the conversation began with Department Chairs about their work concerning establishing articulation agreements which will be prioritized to promote the goal of "Supporting transfer success in STEM between 2-year HSIs and Northern New Mexico College for Hispanic and low-income students through model articulation agreements in the new academic year."

D. Team Spirit

There are no challenges to team spirit to report. Everyone that has benefitted from, says to, or collaborates with all STEM XL players continues to function as a unified team, whether remotely, on-site, or a hybrid of the two.

E. Budget requirements to address challenges

STEM XL has targeted funding to support the Renovation of the Math Center of Excellence, and STEM student lounge, which is behind schedule due to construction contract delays, construction

staff, and supply chain impediments due to Covid. It is hoped that the money targeted for this effort will be encumbered before the end of grant fiscal year one.

III. Future Projects

A. Enrollment

Enrollment represents and critical component of STEM XL goals. Several factors are targeted to improve enrollment in the life of the grant, including the faculty course redesign effort to expand courses from the traditional 16-week to the accelerated 8-week and seated to online modalities; the launch of student scheduling software that will maximize time and effort towards degree completion; new equipment and supplies for instruction delivery, and experiential learning; the success of the 2022 Summer Bridge program for recruiting and college enrollment in the 22/23 academic year; and expanding transfer opportunities for Dual Enrolled high school students and the Associate degree to Bachelor degree transfer articulations.

A. Student Success

STEM XL will support student success by vigorously recruiting STEM student Peer Tutors and classroom Embedded Tutors.

The future hire of the three full-time positions serving STEM students will significantly and positively impact student success. Those three positions include a STEM Retention Specialist/Social Worker, STEM Holistic Engineering Advisor, and STEM Holistic Advisor BCES/Math.

In grant year two, STEM XL will fund the hire of a STEM Career Services/Internships Coordinator, which will weave Program of Study success into future career success.

Travel Support for STEM Students and Staff: STEM XL will be funding the participation and possible travel costs for up to four Biology students and their Academic Advisor to attend the SACNAS: Advancing Chicanos/Hispanics & Native Americans in Science conference in Puerto Rico in October 2022.

B. Communication

STEM XL staff will continue to participate in and collaborate with college-level committees and teams to promote open, inclusive, and effective communication.

C. Team Spirit

STEM XL Team Spirit will continue to grow exponentially as our team of internal and external partners grows. Our successes are confirmed by individual students, their families, and the community through STEM program enrollment and success, transfers, degree completion, and ultimate career/job placement.

Upward Bound
Director: Tobe Bott-Lyons

I. Annual summary of activities

A. Enrollment

With the assistance of the counselors and other staff at EVHS, the UB Program maintained enrollment well above the minimum of 60 participants required by the grant. For the first time since the inception of the grant, we have also already fully recruited our minimum participants for next year! Through the program's efforts, the program participates in several activities at the local high school that supports our enrollment, such as the GEAR UP College + Career Collaboration, Parent/Teacher Days, Senior Nights, etc. We have worked closely with Dual Credit Coordinators and many of the academic departments to enroll a large number of students in Dual Credit courses. While this number changes every semester, we average about 30 students taking dual credit courses every semester with an average of six credit hours per semester.

There were 17 graduating seniors enrolled in the UB program this year, and six of these students will be attending Northern in the Fall.

B. Student Success

Afterschool Academic Year Services:

This year we transitioned all of our services and activities back to a fully in-person model. This included Senior Seminar and Advisory at EVHS, afterschool tutoring and Wednesday academies at NNMC and our Early College Program for Juniors (including SAT prep and dual credit). All of our Juniors completed at least six credit hours this year. We also continued offering Book Club and Newsletter. During the school year, our students also participated in several field trips, including to Denver University and to UNM (and a musical at Popejoy).

Summer Academy:

This summer, a total of 60 Upward Bound students participated in our six-week on-campus Summer Academy at NNMC. All of these students were EVHS students in all four grades. Students were on campus five days a week from 9 am to 3:30 pm, and our wonderful lunches were provided by Barrio Fries. These students participated in a range of classes, activities, and workshops. We offered three dual credit courses (Digital Video Production, Psychology of Success, and First-Year Experience). In addition, we offered a range of non-credit courses, including Upward Bound Seminar, English Composition and Literature, Spanish, Math, Chemistry, Biology, and Games 101. Students also helped lead two clubs: Art and Theater. As part of the programming, our students also got to visit the UNM Main Campus, the Van Gogh Immersive Art Exhibit, and Cliff's Amusement Park.

C. Communication

NNMC UB participated in the statewide NM TRIO day in January, bringing a presence and student voice from the program to a statewide audience. Additionally, the program has been working and meeting closely with the EVHS administration, counseling, and GEAR UP. We have several exciting

initiatives in the works. Through this work, new channels of communication have opened between the high school and the college.

D. Team Spirit

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

With NM TRIO, the program helps support professional development, scholarships, alumni, and government relations for TRIO programs around the state. NNMC UB staff have been active participants in the state association and related conferences and regional meetings. This year, we attended SWASAP, NM TRIO Day (virtual), the NM Counselor's Roundtable, and TRIO NM Spring meeting.

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

II. Challenges

A. Enrollment

The program was able to meet its enrollment target for this year. We have vastly improved our recruitment and selection process. Among graduating seniors, college enrollment and admissions decisions have improved greatly. The availability of in-person options is a challenge, as many of our students would like a more traditional college experience, which has put NNMC at a disadvantage.

B. Student Success

Perhaps the most significant challenge has been the closure of the NNMC Campus as it has been difficult to provide a stimulating and engaging in-person learning experience for our students beyond the programming directly provided by the program (i.e., tutoring, student life, etc.)

C. Communication

While it has improved in the last year, the UB staff still recognizes that a stronger community presence at both the high school and the college, as well as the community at large, would benefit the program. Additionally, the program would like to strengthen communication with various offices and departments at NNMC, so they better understand our grant, its objectives, and the potential benefits and collaborative opportunities.

D. Team Spirit

As stated above, the NNMC UB program is continually striving to become more involved in both high school and college.

III. Future Projects

A. Enrollment

We hope to maintain our current enrollment and continue building on our success of the last year. Additionally, we hope to retain the majority of our recent participants through these turbulent and challenging times.

B. Student Success

The program will continue to be innovative and adaptive in serving students and meeting the grant's requirements. This year, we will begin implementing the second cycle of our grant, including a pilot peer mentoring program and expanding college visits.

C. Communication

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

This year, the program began putting together a newsletter for the community highlighting program activities and student success stories. This has been a student-driven project that we hope to sustain and refine this year.

D. Team Spirit

The UB program hopes to increase its involvement across the two campuses, the state-wide TRiO organization, and state and regional college access networks (including RMACAC, NACAC, and NCAN). This includes strengthening partnerships with academic departments, the Admissions, Recruitment, Dual Credit offices, and the EVHS Counseling offices.