

REPORT OF A VISIT
TO
NEW MEXICO JUNIOR COLLEGE

Hobbs, New Mexico

September 25-27, 1995

for the

Commission of Institutions of Higher Education

of the

North Central Association of Colleges and Schools

EVALUATION TEAM

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SECTION I: INTRODUCTION

ORGANIZATION OF THE TEAM REPORT

This document contains four elements essential to an NCA Team report:

- (1) an introduction providing specific matters of information;
- (2) evaluation of the institution in relation to the General Institutional Requirements and the Criteria for Accreditation;
- (3) advice and suggestions to the institution; and
- (4) a formal team recommendation and rationale for the recommendation.

ACCREDITATION HISTORY

New Mexico Junior College (NMJC) opened on September 19, 1966. The college was granted NCA candidacy status in 1968, and initial accreditation status in 1970 for a five year period. In 1976, the college was granted a ten year continuation of accreditation.

The most recent NCA Team visited the college in 1985, with the next comprehensive visit scheduled for 1995-96.

SCOPE AND STRUCTURE OF THE TEAM VISIT

A comprehensive evaluation visit was conducted at NMJC on September 25-27, 1995. The four person team met with students, faculty, staff, administration, governing board and members of the community. Activities took place on the main campus and at an outreach site in Lovington. Time was set aside for open

meetings in an attempt to provide access to the team from anyone on campus.

An institutional Self-Study was prepared and distributed in advance of the visit. The NMJC Institutional Self Study and its supporting appendices is a comprehensive document structured to address General Institutional Requirements and newly instituted NCA criteria for accreditation.

The self-study process was valuable for the college. The document's steering committee and various subcommittees composed of broad-based faculty, staff, student, board and community representatives found that compiling and assembling the document gave them greater understanding of the institution.

SECTION II:

EVALUATION OF THE INSTITUTION IN RELATION TO THE GENERAL
INSTITUTIONAL REQUIREMENTS AND THE CRITERIA FOR ACCREDITATION.
SUMMARY OF STRENGTHS AND CONCERNS.

GENERAL INSTITUTIONAL REQUIREMENT 1

New Mexico Junior College has a mission statement agreed upon by the governing board and following state statute, which is made public in various documents declaring it is an institution of higher education. (See NMJC Catalog pages 12-14.)

GENERAL INSTITUTIONAL REQUIREMENT 2

Legislative decree and NMJC Board Policy authorize the college to grant two year degrees and one year certificates (Self-Study pages 24-25.)

GENERAL INSTITUTIONAL REQUIREMENT 3

New Mexico state statute Chapter 21, Article 13 gives legal authorization to NMJC to grant degrees and operate as a state approved community college (New Mexico Statute 21-13-12.)

GENERAL INSTITUTIONAL REQUIREMENT 4

Proper documentation is on file and available (NMJC Board Minutes, April 1, 1965.)

GENERAL INSTITUTIONAL REQUIREMENT 5

The NMJC Board is authorized under state statute Chapter 21, Article 13. (New Mexico Statute 21-13.8.)

GENERAL INSTITUTIONAL REQUIREMENT 6

By legislative decree, the NMJC Board is composed of members elected by constituents from the general college community (New Mexico Statute 21-13.8.)

GENERAL INSTITUTIONAL REQUIREMENT 7

The NMJC Board appoints a President to serve as chief executive officer of the college (New Mexico Statute 21-13-9.)

GENERAL INSTITUTIONAL REQUIREMENT 8

NMJC has been associated with NCA since 1968 with full approval by the College Board (Self-Study pages 27-28.)

GENERAL INSTITUTIONAL REQUIREMENT 9

NMJC is a comprehensive Community College, and it employs faculty whose credentials are appropriate to such an institution. Eighty-Nine per-cent of the full-time faculty possess appropriate degrees and the remainder have significant occupational experience in their instructional areas (Self-Study page 28.)

GENERAL INSTITUTIONAL REQUIREMENT 10

The college employs seventy-four full-time and fifty-six part-time faculty members. The team found that overall, the college has a sufficient number of full-time faculty to adequately cover its major offerings. (Self-Study page 28.)

GENERAL INSTITUTIONAL REQUIREMENT 11

It was noted in the self-study and other documents and observed directly by the Team that the full-time and part-time faculty are integrally involved in educational program development and evaluation (Self-Study pages 10-11, numerous other documents.)

GENERAL INSTITUTIONAL REQUIREMENT 12

The college grants certificates and associate degrees (Self-Study pages 29.)

GENERAL INSTITUTIONAL REQUIREMENT 13

The college has continually enrolled students in degree programs since its inception (Self-Study pages 29-30.)

GENERAL INSTITUTIONAL REQUIREMENT 14

The college degree programs are compatible with the mission of a public community college and are based on recognized fields of study (Self-Study page 30.)

GENERAL INSTITUTIONAL REQUIREMENT 15

NMJC degrees follow standards of the American Association of Community Colleges (Self Study page 30.)

GENERAL INSTITUTIONAL REQUIREMENT 16

All NMJC degree programs include coherent general education components as part of program requirements (Self-Study page 31; college catalog pages 35-39.)

GENERAL INSTITUTIONAL REQUIREMENT 17

NMJC has an open door admissions policy (college catalog pages 16-18.)

GENERAL INSTITUTIONAL REQUIREMENT 18

As noted above, NMJC has learning resources and support services which are adequate and to which both on and off campus students have access (Self-Study page 32.)

GENERAL INSTITUTIONAL REQUIREMENT 19

NMJC is required by the New Mexico Commission on Higher Education to have an annual outside audit. The audits have been complimentary (Self-Study page 32-33.)

GENERAL INSTITUTIONAL REQUIREMENT 20

A full range of financial documents was available to the team. The documents demonstrate appropriate allocation and use for a public community college (various documents in resource room.)

GENERAL INSTITUTIONAL REQUIREMENT 21

College documents reveal that NMJC has a sound financial base which is well managed (various documents in resource room.)

GENERAL INSTITUTIONAL REQUIREMENT 22

NMJC publications provide adequate, complete consumer information (college catalog; numerous other documents.)

GENERAL INSTITUTIONAL REQUIREMENT 23

NMJC fully discloses its standing with NCA and specialized program accrediting agencies (Self-Study page 22; college catalog pages 14-15.)

GENERAL INSTITUTIONAL REQUIREMENT 24

Information describing NMJC's financial condition is made available to anyone seeking it (annual NMJC audits.)

CRITERION I: STATED PURPOSE/MISSION

LONG RANGE/SHORT RANGE GOALS. NMJC mission and goals statement have evolved over the years since the institution was founded. The most recent review was conducted in 1994, with the NMJC Board formally approving the revisions on November 15, 1994. Current long-term goals are presented in the NMJC Strategic Five-Year Rolling Plan, 1995-2000. The goals are appropriate for a public community college, and are designed to be accomplishable.

EVALUATION OF PURPOSE. The college conducts a variety of evaluations designed to measure its accomplishment of purpose. Some of these are internal such as surveying employee satisfaction with working conditions. Others are external such as requesting feedback from colleges to which NMJC students transfer. The formal NMJC plan for evaluating academic achievement contains many valid elements but it is somewhat fragmented at present. The plan will be discussed in detail under Criterion III of this report.

DECISION-MAKING PROCESSES. The decision-making processes of NMJC are very appropriate to a public community college. The New Mexico Commission on Higher Education has overall responsibility for oversight of state higher education institutions, but most decisions are left with the College Board and its employees. Mechanisms for internal decision making (e.g. college committees) are firmly in place and are constantly being refined.

UNDERSTANDING OF PURPOSE. Both internal and external constituencies thoroughly understand what NMJC is and what it should be. The external college community views NMJC as a major

public asset. The college knows what it should be doing, and the community likes what it does.

INFORMING PUBLIC. The formal, official college documents (e.g. catalog, brochures) are attractive and useful. They provide all necessary and proper information to the public. Under leadership of a new public information officer, press releases and other media contacts will increase.

SUPPORT FOR FREEDOM OF INQUIRY. Both NMJC faculty and students have freedom of inquiry. The Board and administration set a high tone in this regard. Faculty members were particularly positive about this issue during an open forum.

COMMITMENT TO EXCELLENCE IN TEACHING/LEARNING. The overall high praise and respect paid the NMJC faculty, staff, programs and graduates is indicative of the general teaching-learning experience observed by the NCA team. Current students as well as recent graduates were very positive concerning their personal experiences. Local employers hired NMJC graduates and sent their current employees to the institution for additional training and/or continued education. It was evident to the team that the college was in-tune politically with both the local service area and the state's higher education system. Faculty and staff at all levels participated in the full service educational plant and programs providing a very well maintained facility, an up-to-date and well equipped curriculum and a caring attitude which was recognized and well received by the students. The overall general feeling of the community can be summed up with an

unsolicited quote from a local food enterprise employee, "They really love the student and work hard to make learning easy!"

The attitude and desire for excellence in the classroom teaching/learning experience was expressed by most faculty. Student success, as detailed in the basic data forms, expressed by community leaders and shown in institutional effectiveness reports, verify these faculty statements for the institution as a whole.

In summary, the team believes that NMJC has clear and publicly stated purposes consistent with the mission and appropriate to an institution of higher education. It supports its purposes well.

CRITERION II: ORGANIZED RESOURCES

GOVERNING BOARD. The Board of New Mexico Junior College is composed of seven members elected to staggered terms by the registered voters of seven single member districts within the New Mexico Junior College District. The New Mexico Junior College District is composed of the public municipal school districts of Tatum, Lovington, Hobbs, and Eunice, all in Lea County, New Mexico. The primary role of the Board is to determine financial and educational policies of the college and to hire the appropriate employees to carry out the mission of the college. They operate under the directives of the 1985 Community College Act as amended and the other laws of the state of New Mexico related to institutions of higher education.

The Board meets at least twelve times a year with other meetings scheduled as needed. Board minutes confirm that the Board is carrying out its duties outlined in the Community College Act.

The New Mexico Commission on Higher Education has statutory responsibilities to coordinate and approve budgets and facilities and certify mill levies that are imposed in local community college districts.

Board members, who represent diverse groups within the community such as the Hispanic population, agriculture, business, oil industry, and education, have served for various lengths of time providing for strong continuity and understanding of the college's mission and yet providing for new concepts and ideas.

The board is outstanding in its understanding and support of the college.

Board members feel the college has brought unity to Lea County. One member stated that New Mexico Junior College is the best thing that happened in Lea County in the past fifty years. Another stated, "Three important things happened in Lea County. They discovered water. They struck oil. They built New Mexico Junior College."

Board members assist the administration in promoting strong governmental relations with the legislature and the Commission on Higher Education.

ADMINISTRATION. The President of New Mexico Junior College reports directly to the Board and is the chief administrative officer of the college. The president is responsible for implementing and supervising policies established by the Board.

The top level administrative staff of the college is composed of the President, a Vice President for Fiscal Services, a Vice President for Instruction, and a Vice President for Student Services. Reporting to them are appropriate deans and professional staff to carry out the mission of the college as outlined in the current organizational chart of the college.

The administrative team appears to be well-qualified through education and experience to carry out their duties and provide the leadership needed to accomplish the college's goals. They appeared to be enthusiastic about the mission of the college and committed to serving the various constituencies of the district.

GOVERNANCE STRUCTURE. The Board of Trustees employs the President as the Chief Executive Officer of the College and delegates to him the responsibilities of administering and supervising the policies it establishes.

There are eight standing committees: Admissions and Academic Standards; Cultural Affairs and Community Development; Curriculum; Instructional Resources; Financial Aid; Staff Development; Student Development and Athletics; and Welfare. There is a distribution of membership throughout the committees including faculty, students, administration, professional staff, and support staff.

The Curriculum Committee currently has a membership of four administrators, four faculty, and two students. Consideration might be given to increasing the percentage of faculty membership on this committee.

The president consults with a wide variety of advisory councils and committees getting advice and suggestions from them. These groups include the Executive Council, the Administrative Council, the Student Senate, the Faculty Senate, the College Council, and the Support and Maintenance Staff Council, and local citizen advisory committees.

The Lea County Cowboy Hall of Fame and Western Heritage Center board of directors also serve as an advisory board concerning the operations of the heritage center located on the New Mexico Junior College campus.

Ad hoc committees are appointed as needed.

TRANSFER FACULTY. The transfer faculty at New Mexico Junior College are committed to the mission of the college and well qualified for their positions. They exhibit a definite pride in the college and in the accomplishments of their students.

New Mexico Junior College has maintained a faculty diverse in both educational background and experience.

Faculty serve on numerous college committees. They appear to be comfortable in having adequate input into the college activities and forming of policies. They are actively involved in the rolling five year planning process.

A number of the faculty are enthusiastically involved in providing distance learning opportunities to students in other communities in the county through the use of interactive television.

The faculty chose in the recent past not to form a union. They consult with the President through the Faculty Senate on issues concerning their welfare and benefits.

A strong faculty evaluation system has replaced the former merit system that caused so much concern ten years ago. This system is a continuous cycle focusing on the improvement of instruction.

VOCATIONAL/TECHNICAL FACULTY. The team reviewed eighteen per cent of the full-time faculty and twenty per cent of the part-time faculty personnel records. It was obvious the full-time vocational/technical faculty meet and exceeded the NCA minimum standards established in the NCA Handbook of Accreditation 1994-1995. Over eighty-eight per cent of full-time

faculty hold a bachelors or higher degree. The NMJC programs, especially the technically oriented disciplines, are being taught by qualified specialists and are meeting the specific needs of the community. Based on this fulfilled community need, the placement rate is very good. This is well documented in the institutional data figures. The institution has established a set of standard core general educational requirements which are strongly supported by the technical faculty. Because of this, general core transfer of technical education to four year institutions is very possible and is an option elected by many students. In conjunction with this transfer option the team determined that job placement rates in directly related occupational positions was excellent. Much of this placement could be directly tied to faculty qualifications, faculty contacts with industry, faculty involvement, faculty experience and the teaching/learning transfer of these skills, attitudes and work ethic to the student. This had significant impact on the student's employment possibilities.

PROFESSIONAL STAFF. An exact definition of "professional staff" is as evasive at NMJC as it is in many colleges. NMJC has a number of individuals whose responsibilities are more complex than those of classified staff but who are not officially termed faculty or administration. The group is a definite strength of NMJC.

The team found NMJC professional staff to be performing at exemplary levels. Many of the professional staffers are new to

the institution and they have brought with them energy and new insights.

Professional staff members expressed positive attitudes toward NMJC faculty. Two way communication between the groups seems strong, and both are mutually supportive.

Professional staff as a group feel somewhat left out, however. Other sectors of the staff have organizations which facilitate communication and provide support. The college may wish to consider establishing a professional staff senate or some other organization which will periodically bring the professionals together to explore matters of common interest. Such an organization would benefit the institution by further harnessing the energy and creativity of an important group.

CLASSIFIED STAFF. The NCA Team spoke with many NMJC classified staff members individually and in an open meeting. The open meeting was a strong testimony to the college. Classified staff members acknowledge various defects the college may have, but are overwhelmingly positive in their regard for NMJC. They feel a strong loyalty to the college, and they enjoy their employment even though many could find better paying jobs in the private sector.

It was easy to observe the effects of the pride classified staff take in their work through the skill shown in word processing, the beautiful condition of the grounds and many other ways. Classified staff are a genuine strength of New Mexico Junior College.

STUDENTS. Student enrollment at NMJC has been gradually increasing from a fall 1987 head count of 2,507 to one of 2,829 in 1994, an increase of 12.8 percent. Full-time equivalency enrollment increased from 1,169 to 1,618 over the same period, an increase of 38.4 percent. The addition of college dormitories in 1991 contributed to the increase in the number of full-time students.

The 1985 NCA evaluation team noted that NMJC was not reaching a segment of the college's clientele. NMJC has addressed this concern by increasing its percentage of ethnic minority students. Since 1989, the Hispanic population has nearly doubled, the African American population has increased by 65 percent, and the American Indian population which was 10 rose to 27, reflecting an ethnic minority student body of 31 percent in the Fall Semester 1994. The significant increase in ethnic minorities at the college has been one of the major reasons for continued growth of the institution.

NMJC teaches courses at five outreach sites throughout Lea County and uses an interactive television network to instruct students who would otherwise be restricted by distance from attending courses on campus. In the fall of 1994, there were 264 students participating in the interactive television program, with a majority of the participants being high school students earning concurrent enrollment credit.

The college's clientele has increased both in numbers and diversity. Since 1989, the student body has become younger with more full-time students and more females. A new prison complex

will be built near the college and should fuel the trend of increased enrollment and client diversity.

STUDENT SERVICES

STUDENT SERVICES. Administrative, professional and support staff working in student services appear committed to the students they assist and to the mission of NMJC. The services provided by the staff compliment and augment classroom activities. Consequently, one concludes that student service operations not only support the instructional process, they also enhance student learning and development at NMJC.

Furthermore, the division has provided significant energy toward increasing recruitment and retention activities at the college. External funds have supported efforts to increase minority participation and retention rates, and have contributed to an ethnic minority enrollment that parallels the demographics of their communities. The Title III project has led to a critical review to identify how the institution's orientation programs can prepare students to succeed academically. Finally, the Title III project will advance technological capabilities to reduce labor-intensive tasks performed by staff while adding capabilities, such as degree audit, that will allow students to track their progress toward achieving their academic goals.

Technological advances in the student record system are sorely needed. Many of the student services staff perceive that their needs for adaptations and enhancements to the student record system have taken a back seat to other advancements in administrative computing. Technological support, combined with

the need for additional staff within the division, limit the range and scope of services, programs and activities available to students, and comprise the primary responses among student services staff to the question, "What must occur to provide exemplary service to students at NMJC?"

ADMISSIONS AND RECORDS. Many of the departments within the student services area benefit from experienced leaders who have dedicated their careers to assisting students at NMJC. The office of admissions is a good example, as the dean of admissions has served in this capacity for 15 years. No significant problems were noted when reviewing the admissions, records and registration functions. A random check of currently enrolled students resulted in an admission file in every case. The academic record is clearly designed and of sufficient detail. Some files did not include high school transcripts, which apparently are only required immediately prior to graduation approval. Such a procedure restricts counselors from using valuable information when initially placing students into classes.

RECRUITMENT. The office of student recruitment was created in 1991 to disseminate information about New Mexico Junior College to prospective students. The recruiter visits over 100 high schools in New Mexico and Texas and encourages prospective students to consider the advantages of choosing NMJC. In 1994 the college added a minority recruiter and broadened its effort to attract minorities in the fields of math, sciences and agriculture. In addition, the excellent reputation of the

athletic program, combined with recruiting efforts of the coaching staff, results in the enrollment of many culturally diverse out-of-district students intent upon participating in sports. Student athletes come to NMJC from various locations throughout the continental United States and Puerto Rico, including urban areas.

Although the recruitment efforts have been successful in significantly increasing the college's percentage of ethnic minority students, they have also attracted students to NMJC who have never lived in a rural location. Many of these students will live in the college dormitories and not have resources to leave the community during the semester. Consequently, the college should develop an on-going program to acclimate students unfamiliar with living in a rural area. Such a program will not only help students adjust to the change in lifestyle and environment, it should also contribute to student satisfaction and retention at the college.

FINANCIAL AID. The financial aid office appears to be well organized and efficiently run. The work load of this area is high, as approximately forty per cent of all students receive some form of federal aid. The management of financial aid has substantially improved over recent years. Loan volume has increased by twenty per cent, and Pell volume has doubled in less than five years. More importantly, the loan default rate has decreased from over thirty per cent in 1987 to a respectable 8.3 per cent in 1993. Waiting times for students seeking assistance during peak registration periods seldom exceed 30 minutes.

However, this relatively quick processing of walk-in students may be achieved by delaying other important service functions, such as providing financial aid transcripts to receiving institutions. Additional staffing during the summer months or in January may be necessary to insure high quality of all service responsibilities.

COUNSELING AND ADVISING. The counseling staff are competent and dedicated professionals who have established excellent working relationships with instructional faculty. The primary services of the counseling center are orientation, academic advising, career decision making, transfer assistance and academic counseling. This scope of services is appropriate to meet the majority of student needs while addressing the mission of the institution.

Instructional faculty play a critical role in providing direction and support to students. The effectiveness of the advising system relies on the observation, knowledge base and action of the student's advisor. Although the commitment of NMJC faculty to student learning is exemplary, the quality of advising varies depending upon the awareness, time availability and commitment of the faculty member.

Considering the above statements, NMJC should thoroughly evaluate the effectiveness of its faculty-based advising system in providing accurate information and clear direction to students. This evaluation could include focus groups or interviews with current students, as well as surveys with students who have recently transferred to other institutions. In addition, faculty involved in advising should receive ongoing

training. At present, new faculty are expected to complete an advisor training program, while existing faculty are invited to participate. Articulation from community colleges to senior institutions is becoming more and more complex. Advisors need access both to general transfer policies and to specific curricular requirements. Printed and widely distributed curricular transfer guides (e.g., Business Administration at New Mexico State University) should be prepared to assist faculty in providing advising information.

HOUSING. In the fall of 1991, NMJC opened residence halls and required full-time, out-of-district students to live on campus. For the Fall Semester 1995, the male dormitory is full and the majority of the female dorm rooms were occupied. A full-time director of residence life supervises the housing program.

The campus housing program is well managed. Students are provided with a safe, clean and comfortable living environment. The philosophy of the residence life program could be characterized as highly structured yet considerate of student rights. For example, students have recently been given opposite sex visitation privileges, yet the hours of visitation are limited and students must keep doors open when hosting a guest of the opposite sex.

Residence staff appear to have a good working relationship with students. Current students, serving as residence assistants, receive training and supervision. The director of residence life collaborates with security, student activities and

athletic coaches to enhance the student's quality of life in the dorms.

Good attention has been directed to keeping the dorms safe and secure. Video cameras have been installed in various locations. Doors are locked and require an electronic key that can be traced to the key holder. Weekly room checks provide an additional means to monitor resident activity.

STUDENT ACTIVITIES. A student activities office provides extracurricular events for any student attending NMJC, including a game room, film nights, dances and contests. In addition, this office oversees the student senate and student organizations. The amount of dollars dedicated to support student life has substantially increased over the past two years, from \$10,000 in FY94 to \$24,000 in FY96. Several students, however, expressed frustration that administration needlessly restricts their ability to plan and implement activities, citing a desire to bring speakers to NMJC to address the topic of gender differences that was rejected by administration. Additional student concerns included placing an ATM machine on campus, publicizing emergency procedures for fires or dangerous weather conditions, supporting a student newspaper, and increasing evening on-campus activities for campus residents. Finally, students appreciated the opportunity to address institutional strengths and concerns with the NCA team and asked that similar meetings be arranged with NMJC administration.

ATHLETICS. The intercollegiate athletic program is highly competitive, well-organized and efficiently operated. NMJC's

athletic teams are often among the best in the country. Athletic facilities are of high quality, well maintained and very clean. In addition, facilities are not only accessible to athletes, but also to students and community members, during both day and evening hours. All intercollegiate teams are coached by full-time faculty. Both institutional commitment to and community involvement in the athletic program appear to be high.

Men have a greater opportunity to participate in sports than women. Basketball, baseball, golf and rodeo are available to men, while basketball and rodeo are available to women. The college is aware of this discrepancy and is considering the addition of women's volleyball, but states that lack of regional competition is a major obstacle to expanding women's sports. To NMJC's credit, analysis of men's and women's basketball teams reflect comparable budgets, number of participants and number of scholarships awarded. Also, the college has an active cheerleading program comprised primarily of female students for which scholarships are offered. Nonetheless, equity in athletic participation is an institutional concern that NMJC should address in the near future.

LEARNING RESOURCES

LIBRARY. The document collection of over 70,000 volumes is maintained in a two story structure located mid-campus. The building is attractive and very well maintained, the staff provide accurate and effective assistance. Funding has grown and the budget is in balance with needs and learning resource standards. Although some periodicals and local newsprint (e.g. Barron's) were not current, the selection was quite good. Local newspapers lacked some sections (e.g. business sections). Materials which had been reduced to microfiche or other media were readily available with well maintained reading devices in close proximity. Photocopy and other multimedia devices are available. The library is also the official repository for government documents which add to the workload but offer excellent research materials for both students and community members. Space for student use is adequate at this time. Staffing also appears adequate with seventy-two and one half operating hours per week. The library shares some space with other agencies that in time will be required to meet library needs. Aggressive weeding of the stacks will help, but as a government archive and with the rapid growth in technology, additional print material storage space will be required by 2000.

AUDIO-VISUAL SUPPORT. Audio-visual equipment is not stored centrally but rather dispersed in academic buildings throughout the campus based on established general use patterns. If a special or unusual requirement exists, a request for delivery to a building is made and usually fulfilled. AV equipment appeared

PHYSICAL FACILITIES AND AUXILIARY SERVICES

BUILDINGS AND GROUNDS. When entering the NMJC campus, one is struck immediately by the unique building designs and the attractiveness of the grounds. The campus was constructed in a circle with a road running all around it. The buildings have cohesive exteriors which reflect the Southwest. Interiors are equally attractive, with wide corridors to accommodate movement.

Maintenance is exemplary. The grounds are well cared for, providing a beautiful, natural atmosphere. Building maintenance is spotless. Litter and graffiti are virtually nonexistent. The maintenance staff take pride in their work, and it pays off.

One of the positive aspects of NMJC buildings is the design and number of offices. Certainly some sectors are cramped but for the most part faculty and staff have functional individual offices. This no doubt reflects the care taken in the original building design.

A unique aspect of NMJC is the Lea County Cowboy Hall of Fame and Western Heritage Center located in one of the buildings. The center contains Western exhibits and memorabilia and it adds a wonderful cultural dimension to the college.

The college plans to add a 100,000 square foot Transportation Training Center to consolidate several programs including contract training. The building will be located West of the college dormitories and will be built in two phases with funding from the state.

PARKING. Sufficient parking spaces exist to allow relatively easy access to students, faculty and staff.

to be clean, well maintained and functional. In most cases, simple repairs are done locally with current staff as part of their responsibility. Equipment numbers are adequate and replacement and modernization is a planned and budgeted operation. Theft and misuse of equipment is minimal; however, items do disappear periodically. Security within buildings and locked doors, help this problem, but the process of locking may affect student use, especially with open lab computer access.

COMPUTERS/TECHNOLOGY. Students are being exposed to computers, software and modern technologies. All facilities were clean and smoke-free. Plans were in place and building projects are underway to increase the use of and access to computers. Approximately 250 PCs and 150 Mac's were available for student classroom use. A problem exists in student access to computers outside of class time. Rooms and laboratories are normally kept secured during non-class time. Therefore, students do not have adequate free-time or open-lab type facilities for out of class use.

The technologies all appeared to be current with local requirements. Several local community leaders, businessmen and women who were also employers of the graduates, spoke very candidly and highly of the NMJC's graduates. Several course syllabi were reviewed which were outcome-based with very good detail, specifying texts, equipment, teaching method and student requirements for completion and grading.

Handicapped designations are clearly marked and located throughout parking areas. Curb cutouts, allowing students in wheel chairs access from parking areas to campus buildings and grounds, need to be increased.

SECURITY. The degree of security of the campus buildings and grounds does not receive as much attention as the dormitories. Security officers do not have high visibility on campus. The availability of support from local law enforcement agencies may be limited. Staffing of campus security often allows only one officer to be on campus at a time. Although well-written, effective judicial procedures are published and enforced, the addition of up to 206 students residing on campus creates the possibility of altercations or dangerous situations that would require intervention. Consequently, it is recommended that procedures be reviewed to insure a safe and secure campus, particularly on evenings and weekends.

BOOK STORE. The NMJC book store is operated by the college as an auxiliary service under the direction of a manager who reports to the dean of administrative services. It is well organized, attractive and customer-focused. Through computerization, the manager of the book store has implemented a point of sale inventory which controls loss and improves efficiency of operations. In addition, charge accounts have been developed with college departments, and separate lines of credit are available for grant and scholarship students. Book mark-up is well within industry standards. Effectiveness of operation is

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documented by substantial increases in revenue and profit over the past two years.

FINANCIAL RESOURCES

REVENUE SOURCES. The funding sources for NMJC are in a period of transition. In 1994-95, the college was placed on a state funding formula to be phased in over a three year period. The formula has resulted in over \$900,000 in additional funding for each of the first two years.

Historically, NMJC has benefitted from an ad valorem tax on oil and natural gas produced in Lea County. Since the county is in one of the richest oil and gas producing areas in the country, this has meant significant financial assistance for NMJC. As is widely known, however, oil and gas production is prone to boom and bust cycles, and the most recent bust came in the late 1980s. Participation in the state funding formula will provide fiscal stability for the college.

The college also receives funding from property taxes assessed in its district. The overall assessed property values have declined over the past five years, and the New Mexico Commission on Higher Education has increased mileage authority for NMJC to a maximum allowable five mills.

NMJC tuition is \$228 per full-time student, an amount much lower than will be found in many states. Unlike some states, New Mexico is not balancing its books on the backs of students.

The college general budget for 1994-95 was \$10,241,900, and it is anticipated to rise to \$15,827,000 by 1998-99. With the increase in state support, the college seems positioned to

handle the increase.

The budget is carefully, prudently and creatively managed. An example of the creativity is the construction of a lighted golf driving range, built with a loan of \$150,000 from the college foundation. The loan is being repaid from user fees collected from the public for use of the facility. Weather in the Hobbs area allows golf to be played most of the year, and the collection of user fees for the driving range will be continuous.

BUDGET DEVELOPMENT AND CONTROL. NMJC has sound budgeting and fiscal control processes. Individuals from various cost centers are asked for input into the development of each annual budget usually beginning in late December. Department heads and various administrative committees refine the budget requests, and the College Board approves the budget at an open meeting in May. Not everyone on staff was fully satisfied with final budget allocations, but it seemed generally agreed that input had been extensively sought.

The state procurement code sets some limit on budget management. For example, according to code, all items costing \$500 or more require a purchase order drawn in advance. The institution has reduced that amount to \$250.

The State also has final approval of institutional budget requests, NMJC develops its budget through a clear institutionally-developed format. It converts to a more complex state form for final processing.

The NMJC business office has two CPAs on staff including the director. Both of them do internal auditing as time permits.

Internal auditing is a time-consuming but necessary activity, and the business office is investigating ways to increase the frequency of the audits.

College finances are audited annually by an external auditor. These audits are detailed and complete. The audit reports are made available as public record and were on file in the NCA Team room. Audit conclusions were basically glowing with only a few minor recommendations for change.

In summary, the Team found that NMJC has effectively organized the human, financial and physical resources necessary to accomplish its purpose.

CRITERION III: ACCOMPLISHMENT OF PURPOSE

TRANSFER CURRICULUM. In order to deliver its learning opportunities as outlined in its mission statement, New Mexico Junior College has created three divisions--Arts and Sciences, Business and Technology, and Continuing Education and Community Development and Services.

The primary objective of the Arts and Sciences Division is to provide teaching and learning activities in those disciplines most typically described as transferable to colleges and universities. Offerings include communications, social and behavioral sciences, fine arts and humanities, physical education, physical and biological sciences, mathematics, agriculture, environmental technology, and petroleum technology. Science and engineering programs are available in pre-professional training for dentistry, engineering, pharmacy, physical therapy, chiropractic, and medicine. Developmental studies and general education are major components for the division.

Since 1966 New Mexico Junior College has provided instruction of a remedial nature as part of its mission to raise the educational level of all its clientele. Since 1989 there has been a noticeable decline in the basic skills of high school graduates and a noticeable increase in returning students. Since 1992, therefore, the college has expanded its efforts, financial resources, and faculty and staff in developmental instruction. In the fall of 1994, the college implemented a mandatory assessment and placement program for all incoming students. As a

result in the fall of 1994, enrollment in developmental classes showed an increase of fifty-four per cent over the previous fall semester. The developmental studies for the college over the next five years will generate approximately ten per cent of the student credit hours during the fall semesters and seven per cent during the spring semesters.

New Mexico Junior College is committed to general education and the concept that learning never ends and is lifelong. Thus, general education courses are included in all programs of study and are required for the associate degree and certificates of completion offered by the institution. The institution states, "These general education courses may not pertain to a person's major area of study, but they contribute to the overall educational and cultural growth and breadth of knowledge and promote intellectual inquiry."

New Mexico Junior College organizes General Education in the following categories:

- * Those which the student elects to take for enrichment of life;
- * those which the student elects to fulfill flexible course requirements such as physical education/wellness, laboratory science, or social science; and
- * those which the student is required to take to fulfill degree requirements, such as freshman English.

In 1995 the New Mexico legislature passed the Post-Secondary Education Articulation Act. This act directed the state's Commission of Higher education to establish and maintain a

comprehensive plan to provide for the articulation of educational programs and facilitate the transfer of students between institutions. The general education core curriculum already in place at New Mexico Junior College was in accordance with the requirements issued by the commission.

Faculty syllabi are complete, on file, and up-to-date.

The curriculum committee meets regularly and consists of four faculty, four administrators, and two students. Perhaps the faculty membership should compose at least fifty per cent of this committee.

VOCATIONAL/TECHNICAL CURRICULUM. The vocational/technical curriculum is administered through the Business and Technology division. This division also contains the Area Vocational High School (AVHS) and its programs. The Dean of Business and Technologies reports directly to the Vice President for Instruction. The division includes health, business, office technology, technologies, commercial design, computer graphics, computer science, agriculture, cosmetology, paralegal, title III and the AVHS. In reviewing the catalog, and curricula syllabi and visiting classes (including two classes at an outreach site in Lovington and an interactive television class) and speaking with faculty and students it was apparent that the offerings were meeting the needs of the community and that students were progressing satisfactorily. It is also evident that the course work is at the appropriate level. This is verified by the excellent pass rate of student completers who sit for the

national and/or state examinations for licensure or certification by outside/professional accrediting agencies.

The eighty-two hour GM and Ford automotive programs consist of sixty-two hours of college course work along with twenty cooperative hours at automotive dealerships as far away as El Paso, Texas. The graduates of this program are moving into service manager positions and continue to send employees and potential employees to the program. Some dealerships were over 300 miles away.

Placement rate of the completers of all programs is very good. There is a slight trend in the health areas for a slow down, a national trend which began in the Northeastern states, and will likely continue. Newer programs such as paralegal will help fill some voids and are being actively pursued by the institution.

All programs are well developed, and well attended, and completion rates were very acceptable. Standards appeared high in all programs. Several excellent, course-specific assessments of student achievement activities are taking place but are not documented. These in-course assessments need to be shared, modified and adopted across the institution to help develop a positive student achievement portion of the assessment plan. The ideas and many activities are in place and the institution needs to document them.

CONTINUING EDUCATION AND COMMUNITY SERVICES. This unit functions directly under community services and is meeting the needs of the community. Located in its own building area the

unit is able to offer multiple services such as community use by chamber of commerce, industry, development corporations, and contract training rooms. It also meets the needs of JTPA and ABE by providing local teleconferences and legal educational seminars. Training for local needs in Hazmat and computer software upgrades for Windows/Lotus/Microsoft Office and others are provided on a cyclical basis. Additionally community problems are addressed through programs in teenage pregnancy, DWI, drivers education and preparing for childbirth. These programs along with such general personal interest classes as stained glass and flower arranging make the program very viable and a service to the business and social community.

DEVELOPMENTAL. Many of the faculty at NMJC believe that incoming student academic preparation has dramatically decreased over the past seven years. Others noted a split between excellent, hard working and quality students and those who aren't prepared for college, have short attention spans and are poorly disciplined.

Although NMJC has provided some form of remedial instruction since 1966, the college took a major step toward addressing student preparedness in the fall of 1994 by implementing a mandatory assessment and placement program for all incoming students. These programs dramatically increased the number of sections of developmental offerings in writing, reading and mathematics. Of all student credit hours generated at the college for the fall of 1994, 9.3 per cent were developmental, a number that is expected to rise to approximately ten per cent for

upcoming fall enrollments.

The curriculum at NMJC has adjusted to the noticeable decline in the basic skills of high school graduates. Three new developmental education faculty have been hired as a result of the revised standards. In addition, all writing faculty are expected to teach at least one developmental course, and mathematics faculty often include preparatory courses in their teaching load. In the fall of 1995, the college began to offer an English as a Second Language program, combining innovative laser disc and CD rom technology with committed faculty and native language tutors to develop English writing, speaking, listening and reading abilities for students who have yet to acquire these skills.

The developmental curriculum is flexible, competency-based and targeted toward student success. Students attempting one of the three levels of preparatory reading can move from a basic to an advanced course at mid-term if they master the basic course content ahead of schedule, thus providing them with incentives to learn. Holistically graded exit essays are required in all developmental writing classes. Different levels of developmental courses are offered at the same time and day allowing faculty to move students to a more, or less, advanced course once their learning needs are determined.

The developmental curriculum appears current and effective. Faculty teaching developmental courses are enthusiastic about their responsibilities and creative in their approach to teaching. Competency standards are in place which insure the

readiness of students who attempt more advanced course work.

OUTREACH/OTHER SITES. NMJC provides instruction at outreach sites in Tatum, Lovington, Hobbs, Eunice and Jal. The college is also authorized to offer courses in two locations in Texas, but was not operating them at the time of the team visit. A team member visited an outreach site in the evening and found it to be functioning well.

NMJC is understandably proud of its involvement with interactive television (ITV). Through this medium NMJC coordinates a consortium in a five school district area to bring college courses to area residents in their home communities.

GENERAL EDUCATION. The general education components of NMJC programs are well designed, and are satisfactory by any accepted standards. The general education segments of transfer programs prepare students for transfer success. In fact, the general education components of vocational programs are also substantial, and have allowed many vocational students to transfer into university programs. The requirements are clearly identified in the catalog.

General Education syllabi were reviewed and two classes were visited, one locally and one at an outreach site. In all cases, the purposes were being accomplished.

ASSESSMENT

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT. The document included as a separate attachment to the self-study and titled, Assessment Plan of Academic Achievement of Students and dated June 30, 1995 was the assessment plan provided NCA prior to the

June 30, 1995 deadline. It was the team's opinion that neither this plan as submitted nor the somewhat similar plan included in the text of the self-study were wholly adequate. This opinion will be stated as a concern at the conclusion of this report, and the team will recommend a progress report on the matter.

The major concerns of the team regarding assessment were:

(1) the lack of a clearly defined timeline for the implementation of the plan including the addition of the Quality Control Indicators suggested as indicators of academic achievement; (2) the lack of any formally stated or planned feedback and correction loop to ensure continued growth and improvement in the student achievement portion of the assessment plan, after implementation; (3) while institutional effectiveness was very well defined and addressed by current policy there was no evidence that classroom and/or individual learning and classroom assessment of student achievement was being measured either formatively or summatively prior to graduation; and (4) the overall nature of the document, as presented both externally and internally in the self-study, was not a time responsive, implementable plan. It did not appear to be designed to comprehensively measure current student achievement on a recurring basis, provide feedback and prompt corrective actions with an established timeline.

Most faculty were using and had included in some existing syllabi teaching methods and classroom activities which could easily be adopted and adapted for inclusion in an overall assessment plan. It was also noted that the measures currently

in place provided an excellent base for determining institutional effectiveness, which indeed was impressive. However, a feedback and correction loop for any weakness that might occur was not evident in this process either.

The NMJC responses to the five NCA questions provided insight into collegial and institutional thinking and beliefs concerning the assessment questions, but did not provide a clearly defined nor implementable plan.

OTHER ASSESSMENT. NMJC has a well established institutional effectiveness program which determines the value of college programs. Since the fall of 1994, all new incoming students must attempt entry-level placement tests in reading, writing and mathematics. Preparatory work is mandatory when indicated, thus assuring student readiness to attempt college-level course work.

Planning and assessment have been continuous since 1975. A series of interrelated Quality Control Indicators (QCIs) are used to determine effectiveness and to plan for the future. The QCIs are reviewed annually or every two years, as needs dictate. At present, approximately thirty-five QCIs are employed to provide evidence of quality, success, evaluation and future direction.

AREA ECONOMIC DEVELOPMENT. NMJC is an integral part of area economic development. It works both formally and informally with constituents to assist with economic issues. The college business development center, under leadership of a new director, will be increasingly dynamic in such efforts as providing consultant services for new businesses.

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NMJC aids the economy by providing well-trained graduates who enter the area workforce. As is mentioned several other places in this document, NMJC and the community work hand-in-hand.

SELF-STUDY PROCESS. In preparation for the NCA visit the faculty and staff of New Mexico Junior College conducted an institutional self-study. The institution's strategic planning process was linked with a campus-wide assessment strategy in the form of an institutional self-study document. A continuous self-study process is used by the college.

Specific planning for the 1994-95 Institutional Self-Study began in the 1993-94 academic year. The president appointed the institutional self-study coordinator. Additional appointments were made to include the editor and writer, the associate editor and writer, faculty, staff, and students to the institutional self-study steering committee. Staff, faculty and students were also appointed to the five criterion task forces and the five assessment committees. The college produced an institutional self-study manual that included the institutional self-study as well as the 1994-95 plan and guide.

The 1994-95 Institutional Self-Study is a critical analysis of the institution as a comprehensive community college located in a semi-rural environment. It determines the effectiveness of the institution in achieving its stated mission and goals, provides recommended solutions to identified problems and weaknesses, and serves as a document for future assessment and planning.

Objectives of the institutional self-study process are as

follows:

- * to involve the campus community and district residents in a comprehensive and thorough campus-wide self-assessment to determine the college's effectiveness in meeting its state mission and goals;
- * to incorporate the findings into a strategic and long-range plan and assessment strategies, which will assist the college to improve as a comprehensive community college;
- * to serve as a vehicle by which the college will achieve regional reaccreditation through a thorough and professional self-assessment by the utilization of the institutional self-study process.

Complete involvement of all constituencies of the college in the self-study was evident. The minutes of the steering committee and various committees are complete.

PROFESSIONAL DEVELOPMENT. The institution encourages but does not actively promote extensive professional development. With a total employee workforce of over 100 and of that number fifty-nine full-time faculty, a faculty development budget of approximately \$10,000 does not provide a great deal of coverage, whether used to bring in external guest speakers, for internal education or to attend external seminars, workshops and symposiums. There also appeared to be some apathy in the technical area in seeking out this type of training, with the limited funding possibly playing a role.

Local in-service training had seven days set aside for development and other agendas and seemed to be very well

received. The in-service days were pre-arranged to meet the current needs of the institution, staff and faculty. At least one of the seven days was basically set aside for division and/or program use to improve specific academic areas in each discipline. This in-service was a strong feature of the process.

Evaluation was also tied to individual service development. Feedback was provided to faculty members concerning student evaluations in the fall and spring semesters, the deans' evaluation each year and the vice president's evaluation at least once every two years. The use of a scantron to compile and analyze the data gave each faculty member an overview of where they stood in relation to their department/division and the rest of the college.

STAFF AND FACULTY SERVICE/COMMUNITY INVOLVEMENT. Both staff and faculty are very responsive to student and community needs when they are made known. The staff, particularly the professional and administrative staff, were frequently involved in community activities. There was a definite understanding of the political and community pulse. This did not appear to be as prevalent among the faculty. In reviewing eighteen per cent of the faculty personnel records, this involvement could have been more apparent in Section V titled "Community Activities." It would also have been expected to surface in more of the staff meetings held by the team. Although there is certainly community service taking place, with increased emphasis in the outreach areas, a stronger community tie with faculty might be possible.

STUDENT SERVICES. Various indicators describe ways that

student services at NMJC assist students in attaining their educational goals. Ninety-two per cent of graduates completing a questionnaire indicate they have no problem transferring credits to another college. Ninety-five per cent of those completing the same survey are satisfied with the quality of education at NMJC, and eighty per cent believe that their NMJC courses prepared them to continue their education. Furthermore, the student attrition rate has consistently been quite respectable, and job readiness of occupational graduates is rated quite high. All of these indicators point to the effectiveness of quality students services programs, combined with excellent instructional initiatives, that either prepare students for transfer or for entry into the job market.

A telephone survey to former student athletes documented the effectiveness of NMJC in preparing them for continued education and/or successful careers. Of the eighty-two athletes contacted, eight-five per cent received associate degrees. After leaving NMJC, ninety-five per cent attended another college. Finally, the respondents' range of occupations was broad and impressive.

The effectiveness of the student services division could be further documented with studies designed to clarify the division's contribution to student learning, both in and out of the classroom. Previous assessment efforts appear to be directed to general patterns of student satisfaction and achievement. Further assessment activities should be targeted toward specific initiatives (i.e., new student orientation, faculty advising) with a focus on discerning the effectiveness of the initiative in

addressing pre-defined objectives.

In summary, the team found that NMJC is now accomplishing its purposes.

meeting of the National Council on Marketing and Public Relations.

The new director will be producing the college's newsletters, newspaper articles, directing the design of all posters, brochures, and marketing plans, taking photographs, and working toward developing a common image for all college publications.

Obviously the greatest marketing tool any college can have is word-of-mouth praise, and the college has this within its community.

Since the last visit of an NCA team, the college has improved greatly in its recruitment of minority students.

STABILITY OF HUMAN RESOURCES (BOARD, ADMINISTRATION, AND FACULTY). The Board of Trustees must be considered as one of the great strengths of the institution. The various districts elect conscientious board members who are dedicated to the college.

There is definite commitment of the faculty, administration, and staff to the college. New employees have been added as the college has grown. They appear to be carefully recruited and nurtured so they understand and are dedicated to the college's mission. Many employees have been with the college since its early days. The mixture of old and new gives the college stability and innovation.

FINANCIAL RESOURCES. NMJC has been a financially stable institution, and conversion to the full-state funding formula will only increase the stability. The institution has demonstrated an ability to successfully manage its fiscal

CRITERION IV: CONTINUED ACCOMPLISHMENT

INSTITUTIONAL PLANNING

INSTITUTIONAL PLANNING. New Mexico Junior College combines the assessment and planning and self-study processes together into a continuous institutional self-study process to provide a vehicle for the improvement of the teaching, learning, and service activities of the college.

The Strategic Five-Year Rolling Plan 1995-2000 is a penetrating and thoughtful look at the college and includes the New Mexico Commission on Higher Education's guideline for planning, especially in the areas of facilities and equipment funding. The college reviews and updates its five-year rolling plan each year. This planning process is directly related to the continuous self-study, the assessment, and the budgetary process of the college.

The self study states, "The college's strategic planning process is not concerned with future decisions, but with current decisions in light of the future. The basic problem is not what should be done in the future, but rather what should be done now so that expectations are realized in the future."

MARKETING. Marketing has been seen basically as recruitment under the direction of the Director of Student Recruitment. A recruiter attended college days at all high schools in the state. Appropriate mail-outs are prepared and sent. Recently, however, the college expanded its concept of marketing, and the president has appointed a Public Information and Marketing Director. Staff development money has been forwarded for her to attend a regional

resources. External audits reveal a college with fine budget control.

PHYSICAL RESOURCES. The original NMJC buildings were well designed to accommodate growth. New buildings and additions have been added (most recently a math/science addition) and others are planned. The college possesses enough adjacent land to allow expansion into any foreseeable future.

GOVERNING STRUCTURE. The decision-making processes of the Board, administration, faculty and staff indicate a tested capability for responding effectively to anticipated and unanticipated challenges to the institution. All levels of the organizational structure possess the maturity to guide and direct the mission and purposes of the institution in an effective manner.

ASSESSMENT/PLANNING. NMJC's Strategic Five-Year Rolling Plan 1995-2000 is an excellent document. After reviewing the plan it was clear why the college is moving ahead with both growth and development so smoothly. The last section of the plan, with questions and responses about "where are we now?", "where do we want to go?", and "how do we get there?", was excellent. The actual assessment plan for institutional effectiveness is well done and well implemented. The plan for student achievement was addressed in Criterion III. The same approach used with the rolling plan, keeping in mind a clearly stated timeline, a feedback loop, and a direct link to student achievement in the classroom situation would work well.

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The planning process, support of community, board and state make continued accomplishment of the mission almost a certainty.

In summary, the team finds that NMJC can continue to accomplish its purposes and strengthen its educational effectiveness.

CRITERION V. INSTITUTIONAL INTEGRITY

New Mexico Junior College demonstrates integrity in its practices and relationships. Without question, the college has captured the public trust. Patterns of evidence that support the integrity of the institution include the following:

- * a governing board that understands and supports the college while collaborating with administration and faculty to address the institutional mission;
- * a student handbook and college catalog that explain policy and procedures in a clear and concise manner while clarifying the rights and responsibilities associated with enrolling at NMJC;
- * strong relationships with high schools and other colleges to ease the transition from one level of education to another;
- * a commitment to access throughout a very large service area, combined with an intent to increase minority participation, retention and completion rates to approximate the ethnic mixture of the district;
- * sufficient academic standards to address the challenges that accompany an open access community college.

POLICIES AND PROCEDURES (PUBLICATIONS). Numerous publications have been prepared to clarify expectations with students, internal and external constituencies. The college catalog is the primary document through which current and prospective students learn about the institution. Academic programs are clearly outlined. Course descriptions, with

prerequisites and class hours are detailed and useful in understanding the content to be addressed. Admissions and instructional policies are also of sufficient detail for current and prospective students.

The student handbook is distributed to every student attending orientation and at various locations throughout the campus. The handbook addresses student grievance procedures, campus code of conduct, academic standards, support services, and the sexual harassment policy. Student due process is provided in both complaint and disciplinary procedures. The Professional Employee Handbook and the Support/Maintenance Employee Handbook are provided to employees at time of employment. Policies for employee disputes, Workmen's Compensation, and discipline are in place. However, those preparing the self-study suggest a need for review and revision of these policies, and for the formulation of guidelines for employment of all full and part-time staff.

AFFIRMATIVE ACTION/ACCESS. NMJC has demonstrated commitment to access and ethnic diversity among the students attending the college. The number of ethnic minority students has substantially increased to thirty-one per cent of the student body, and the college goal of a thirty-five per cent minority student body appears reachable. All major student publications include a statement committing the college to nondiscrimination. Various program brochures are printed in Spanish. Focused recruitment and retention programs are in place and successful in attracting minority students to the college.

Mandatory assessment and placement, combined with expansion of the developmental studies curriculum, increase the likelihood that underprepared students admitted to NMJC will be successful in their studies. In addition, English as a Second Language is now offered for individuals whose primary language is not English. These revised policies and additional courses not only promote student success, but also point to the integrity of a college willing to provide additional resources to support its mission.

DUE PROCESS. All policies and procedures addressing student rights and responsibilities provide due process for students. These include grievance procedures, the sexual harassment policy and the student code of conduct. Notable evidence of due process is also included in the student's right to examine and challenge the accuracy of the official record. However, few students contacted during the visitation knew how to initiate a grievance, even though procedures are clearly noted in the handbook.

All employee groups appeared aware of procedures to address disputes and discipline. No employees expressed a problem with current procedures during the team visit.

SEXUAL HARASSMENT POLICY. One sexual harassment policy covers both students and employees of the college. The policy defines harassment in terms of both quid-pro-quo and a hostile environment. Procedures to address harassment are clearly written to resolve complaints in an expeditious manner.

INTERNAL CONSTITUENCIES. A review of a variety of internal communications sent to college constituents indicates that the

institution regularly provides candid and comprehensive information to the college community.

News bulletins, as well as the circulation of minutes of the various councils, are made available to anyone who wants them. The college is close knit, and all constituent elements feel they have access to information.

EXTERNAL CONSTITUENCIES. NMJC's relationship with Hobbs and with its greater service area is strong and credible. It is a vital part of economic and cultural development of the area, and communication on vital issues flows two ways. The college makes many of its facilities and services available to the community, and such availability is appreciated. NMJC truly is a community college.

LIVING UP TO COMMITMENTS. NMJC lives up to commitments it makes to various constituents. It is a community college with a strong sense of who it is and what it should be. Officials at baccalaureate institutions which receive NMJC transfers, when contacted by the Team, stated that NMJC transfers are well prepared and that NMJC transcripts and other material are accurate and timely presented. Persons who have employed NMJC students were unanimous in their satisfaction with the NMJC preparation. As has been noted before, the greater community which NMJC serves is extremely pleased with the college.

In summary, the team found that NMJC demonstrates integrity in its practices and relationships.

STRENGTHS AND CONCERNS

STRENGTHS. The team found the following to be particularly notable strengths of NMJC. They are not listed in priority order.

1. The college bookstore is a customer-focused facility, which has substantially increased revenue and profit over the past two years.
2. Campus housing provides a safe, clean and comfortable living environment for full-time out-of-district students.
3. Mandatory assessment and placement procedures at NMJC, combined with expanded developmental coursework, significantly enhance student preparedness for college-level coursework.
4. Inter-collegiate athletics at NMJC are highly competitive, well organized and efficiently operated.
5. NMJC has made great strides in increasing enrollment of ethnic minority students.
6. Well-designed and equipped faculty offices enable faculty members to prepare for classes on campus, thus increasing faculty availability to students.
7. Ventures into new learning technologies such as interactive instructional television and multi-media presentations are commendable and increase educational opportunities for students.
8. A well-designed faculty evaluation system provides opportunities for continuous improvement of instruction.

9. The strategic five-year rolling plan backed by detailed research sets a strong direction for the college and provides for continuous institutional assessment.
10. The NMJC physical plant is beautifully designed and has been exceptionally well maintained. The plant provides a definite collegiate atmosphere for the institution.
11. The NMJC Board of Directors is outstanding in its understanding and support of the college.
12. All sectors of NMJC employees--faculty, administrators and staff--are dedicated to helping NMJC achieve its finest potential.
13. The cleanliness and state of repair of instructional equipment in the technical and transfer programs is excellent. Instructional laboratories are up-to-date, clean and very well maintained.
14. NMJC enjoys strong community educational interaction providing CEUs, police, Hazmat, teen pregnancy, DWI, and other high visibility training for the community.
15. NMJC students have opportunities for involvement in Phi Theta Kappa, Phi Beta Lamda, the student senate and other participative and/or group activities.
16. The college's personnel records are very well maintained, documented and accessible. Information is logically sequenced and standardized.

17. NMJC faculty demonstrated a deep pride of ownership in their facilities, courses and programs. This was reflected in student comments, facility appearance and student success rates.
18. The NMJC library is central to the academic mission of the college in both location and philosophy. It provides state-of-the-art storage and retrieval of documents and periodicals, and is a clean, well kept and inviting facility.

CONCERNS. The team found the following issues to be of concern at NMJC, and it asks the institution to remain aware of them and to address them.

1. The NMJC plan for assessing student academic achievement is inadequate in its current form. It needs to be more cohesive and also needs to address several specific issues such as time lines and mechanisms for feedback of results. In addition, the focus of the existing plan needs to shift from determining institutional effectiveness to assessing the extent of classroom learning.
2. Male NMJC students have a greater opportunity to participate in extracurricular athletics than do females because there are three sports offered for males and two for females. The college should consider addition of another sport for the females to achieve equity.

3. Recruitment of culturally diverse out-of-district students should be accompanied by the development of an on-going program to acclimate students unfamiliar with living in a rural area.
4. The college does not provide students adequate open-lab access to computers and software. Universal, monitored and secure student access to various types of machines, software and print capabilities during unscheduled student class and/or laboratory time is virtually non-existent.

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Internet availability and the proliferation of software will be very expensive and difficult to control (legally) without standards.

6. Faculty members should comprise at least half of the membership of NMJC committees which address academic issues.
7. NMJC should consider establishing a professional staff senate or other organization to facilitate communication and sharing of ideas.

SECTION IV

FORMAL TEAM RECOMMENDATION AND STATEMENT OF AFFILIATION STATUS

The team's recommendations for action, including its recommendation to continue the accreditation of New Mexico Junior College, are shown on the attached Worksheet for the Statement of Affiliation Status. The team's reasons for its recommendations are:

The college fulfills all General Institutional Requirements and satisfactorily meets the Criteria for Accreditation. It is a sound institution in all respects, human physical, financial. It is accomplishing its purposes which are appropriate to an institution of its type, and it will continue to accomplish them. The college maintains high ethical standards throughout its operation.

STATUS

NMJC has been continuously accredited by NCA since 1970.

HIGHEST DEGREE AWARDED

NMJC is a two-year college with its highest award an Associate degree.

STIPULATIONS

The team recommends no stipulations.

SITE APPROVAL EXEMPTION

The team recommends no site approval exemption.

PROGRESS REPORTS REQUIRED

The team recommends a progress report by June 30, 1996, on assessment of student academic achievement including submission of a revised and appropriate assessment plan. The team judged

the existing NMJC plan to be inadequate in its current form. That plan is not cohesive and does not fully address issues of timelines for implementation and methodology for feeding back results. In addition, the plan must shift from determining institutional effectiveness to truly assessing the extent of classroom learning.

CONTINGENCY REPORTS REQUIRED

The team recommends no contingency reports.

MONITORING REPORTS REQUIRED

The team recommends no monitoring reports.

FOCUSED EVALUATIONS

The team recommends no focused evaluations.

NEXT COMPREHENSIVE EVALUATION

Recognizing the essential soundness and stability of NMJC, the team recommends the maximum accreditation period of ten years.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: NEW MEXICO JUNIOR COLLEGE
5317 Lovington Highway
Hobbs, NM 88240

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: September 25 - 27, 1995

COMMISSION ACTION:

STATUS: *Accredited (1970-)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

HIGHEST DEGREE
AWARDED: *Associate's.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

MOST RECENT
TION: *March 3, 1989.*

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON
AFFILIATION STATUS: *Out-of-state offerings are limited to courses in Seminole and Denver City, Texas.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

NEW DEGREE

SITES:

Prior Commission approval required.

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

PROGRESS REPORTS

REQUIRED:

None.

Team *Recommended Wording:* July 30, 1996; on assessment of student academic achievement to be accompanied by a revised and appropriate assessment plan.

MONITORING REPORTS

REQUIRED:

None.

Team *Recommended Wording:* NONE.

CONTINGENCY REPORTS

REQUIRED:

None.

Team *Recommended Wording:* NONE.

OTHER VISITS

REQUIRED:

None.

Team *Recommended Wording:* NONE.

LAST COMPREHENSIVE

EVALUATION:

1985-86.

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE

EVALUATION:

1995-96.

Team *Recommended Wording:* 2005-06.