

Application for Continued Accreditation
as an Associate Degree-Granting Institution

Institutional Self-Study

prepared by

**New Mexico Junior College
Hobbs, New Mexico**

a continuous self-evaluation process

for submission to

North Central Association of Colleges and Schools

Commission on Institutions of Higher Education

Chicago • Illinois

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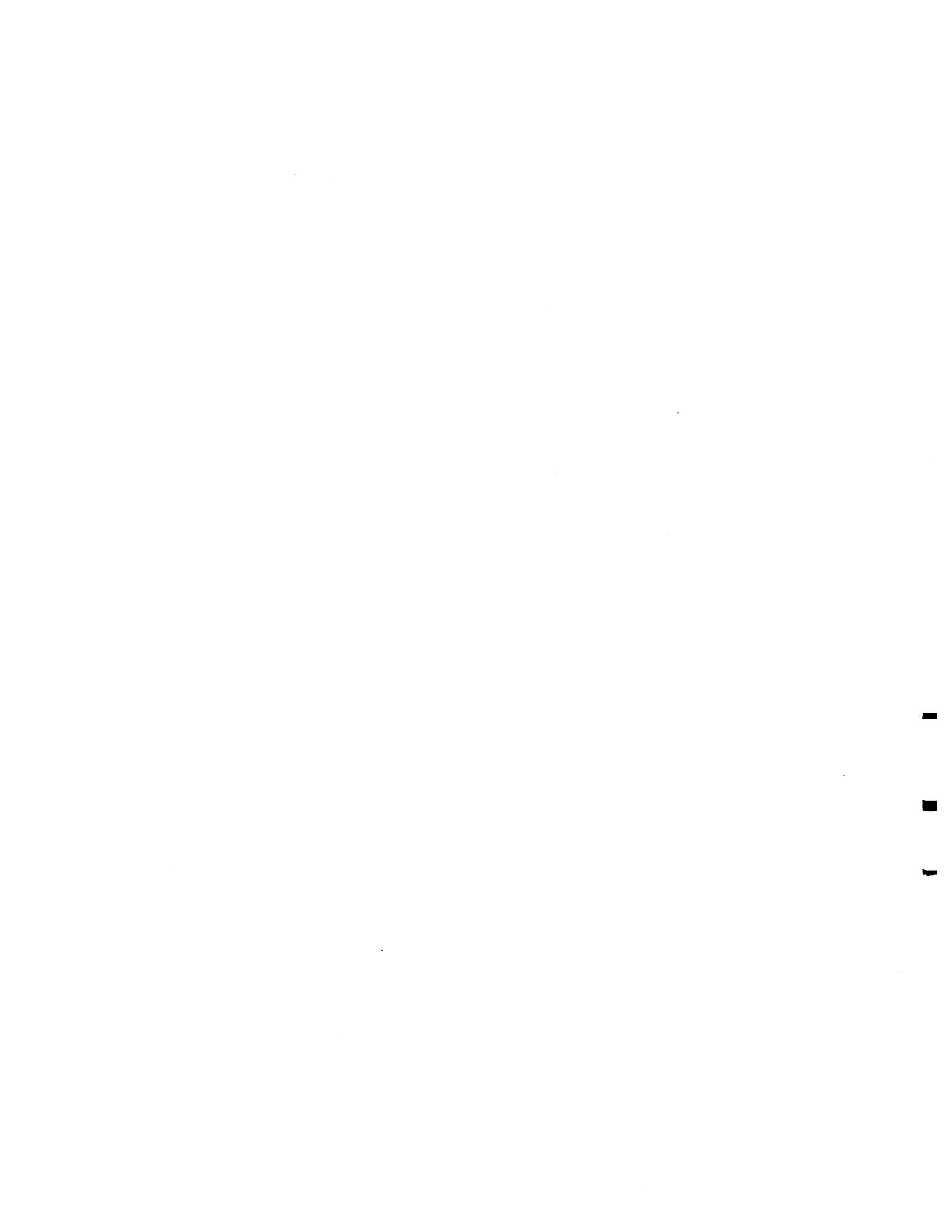
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Preface

New Mexico Junior College's institutional self-study was planned, developed, and implemented to constitute the college's formal request for continued accreditation, to summarize the mission and goals and findings of the institutional self-study process, to demonstrate the college's ability to analyze its effectiveness and develop plans for its own improvement, to provide evidence that the college fulfills the Commission's General Institutional Requirements and the Criteria for Accreditation, and to succinctly summarize the information necessary for the evaluation visit, the review process, and the Commission action. This institutional self-study report is a well-written readable narrative, not a collection of tables, charts, and graphs, concise yet thorough, evaluative rather than descriptive, and directed to several audiences.

New Mexico Junior College has utilized this period of continuous institutional self-study and review to improve the effectiveness of the college as a comprehensive community college with a full-service mission. The college has also attempted to combine its institutional self-study, institutional research and planning, and its assessment of academic achievement of students to its continuous evaluative processes. This institutional self-study report is a product of that process.

Charles D. Hays
President





Concerns Listed by the 1985 Evaluation Team

- 1) **The institutional internal governance structure is not operating effectively.**

NMJC's 1995 Response:

The internal governance structure at New Mexico Junior College is functioning well today and meeting the administrative and organizational needs of the college as a full-service community college. The internal governance structure currently being used by the college is operating effectively and provides for maximum input from the various publics, customers, and clientele served by the college along with the Board and administration, faculty and staff, and support staff. The present internal governance structure is described in detail in the section on college governance.

The internal governance structure at New Mexico Junior College has been completely changed from the structure that was in place in September 1985. The college conducted an intensive focused review on the internal governance structure from 1986 through 1988. This review process resulted in a focused evaluation document being produced by the college along with several recommendations concerning the college governance structure. The focused evaluation team report concurred with these recommendations listed in the *Institutional Self-Study Focused Evaluation, August 1988*. This focused evaluation report and the evaluation team's on-site evaluation response to the focused report occurred under the direction and responsibility of the present college president who was appointed by the Board in March 1988 and started his duties in April 1988. As of 1995, the college's governance structure reflects the operational philosophy of the current president. The changes in the internal governance and committee structure were implemented to address the concerns listed in the September 1985 on-site evaluation team report. The institutional council was abolished, as a result, all committees report to the president of the college. Furthermore, the faculty senate also reports directly to the president of the college. A strong communication linkage between the faculty senate officers and the president has been established. Informal monthly meetings allow for an exchange of views and information. Excellent rapport between the president's office and the faculty senate officers has been formulated.

The present internal governance structure of NMJC is working effectively and communication between and among various units of the college has been greatly improved under the leadership and management style of the current president and his management team. The members of the ISSP steering committee believe that this issue is no longer a major concern at New Mexico Junior College.

- 2) **Lines of communication between administration and other units of the college personnel are not meeting institutional needs.**

NMJC's 1995 Response:

New Mexico Junior College's administrative and organizational structure and communication linkages have been completely changed since September 1988. This change was made by the current president and reflects his community college administrative philosophy. The new approach applies to both the organizational structure of the college and the communicative linkages. The present administration of the college is organized in a line and staff configuration composed of the Board, the president as its CEO and chief administrative officer, three vice presidents: instruction, student services, and fiscal affairs; four deans: arts and sciences, business and technology/AVHS; administrative services, and admission and records; and 46 professional staff positions for a total of 54 administrative and professional staff personnel. There are also eight department chairs. Three of these report to the dean of arts and sciences and five report to the dean of business and technology/AVHS. These persons serve as coordinators and communication facilitators for eight discipline-based departments. However, the primary responsibility of these individuals is to teach and serve as instructors. The 59 full-time teaching faculty and the 56 part-time faculty teaching in the credit program are assigned to these eight departments under a department chair. The communication linkages within this organizational structure are working effectively and have improved communication between the various sectors, divisions, departments, and faculty and staff of the college.

The administrative and communication linkages of the college are supported by a variety of councils, advisory groups, and standing committees. The president and his staff believe that faculty, staff, students, clientele, and the various publics of the college service area should contribute and assist in developing policy formulation for the college through the Board, the administration, and the college's committee structure. The president of the college appoints the membership of each committee. The membership of the various councils, advisory groups, student senate, and college standing committees have formalized membership structures as listed in the *Professional Employee Handbook*. Formal policies must be recommended by the president and approved by the Board. The communication between the administration and the other units of the college personnel are more than meeting the needs of a comprehensive community college with a full-service mission and goals. The climate of the institution has evolved into a positive atmosphere relating to communications and governance. The present administrative organizational structure is working effectively as it relates to improved internal and external communications. NMJC reviewed its administrative organizational structure during the 1994-95 institutional self-study process and several recommendations have been made in an attempt to improve its effectiveness. These recommendations will be implemented at the beginning of the 1995-96 budget cycle. Improvement has been made in communication between the administration and the various sectors, divisions, departments, disciplines, and faculty and staff, and of faculty senate. After careful study and review, the members of the ISSP steering committee believe that this issue is no longer a major concern at NMJC.

- 3) The faculty/staff evaluation system—including framework, process, and purpose—is not functioning in a manner that is satisfactory and at present is counterproductive to its intended purpose.**

NMJC's 1995 Response:

NMJC has had a faculty evaluation policy in place since classes first started in September 1966. This evaluation system was tied to salary increments and became known as the merit system. Later this system was called the performance appraisal/salary system.

The philosophy behind a merit system was that NMJC's greatest asset was the high quality of its teaching faculty and that a merit system rewarded good teaching; therefore, the merit system helped maintain and develop excellence in the instructional program and fostered the improvement of the art of teaching and learning. The college's first president had been a municipal school superintendent. He had seen the traditional lockstep salary method used in education and believed that this system along with a tenure system stifled the productive teacher and rewarded the non-productive teacher. His goal, as president of NMJC, was to place a special emphasis on instruction which would enable the college to pay better salaries. This system placed a high percentage of the college's monies into instruction and rewarded quality teaching with higher-than-average salaries. He was committed to quality teaching and learning.

The evaluation system has been in flux throughout the history of New Mexico Junior College. Eight different systems have been utilized, including the fixed salary system being utilized by the college at the present time. As each merit plan was evaluated, modified, or rewritten to deal with problems in the previous system, the system itself became more complex in character and more time consuming to implement and manage.

The report of the visiting NCA/CIHE team of September 1985 highlighted the dissatisfaction with the performance appraisal system. The merit systems and the performance appraisal systems used from 1966 to 1985 applied to teaching faculty and administration only. A committee was formed and the last merit system (PA/SS) was put in place in April 1986. This last merit system was titled the performance appraisal/salary system and included all employees.

A standard two-year college fixed salary system was developed and implemented by the current president with input from an *ad hoc* committee, the faculty senate, and the Board. This system for determining starting salaries and salary increases has been functioning at the college since 1989. The process is working well at the present time with a high level of satisfaction being expressed by the employees of the college.

The present system's primary purpose is to evaluate and improve instruction and has nothing to do with salary increment increases. This system is designed to assist employees in improving their performance as administrators, teachers, and support personnel. The system used to evaluate instruction has two components: 1) a student evaluation conducted in the fall and spring semesters; and 2) classroom performance evaluations conducted by the deans and vice president for instruction. The faculty performance ratings are also used to select the two professors of the year honorees.

The evaluation process is under review and several recommendations have been proposed to make this system more effective and to enhance its reason for being: the improvement of instruction. The college is always attempting to improve its system of evaluation of personnel performance. After careful study and review, based on the patterns of evidence presented in the institutional self-study process, the members of the ISSP steering committee believe that this issue is no longer a major concern at NMJC.

4) No long-range plan exists for equipment replacement in academic areas.

NMJC's 1995 Response:

NMJC's Strategic Five-Year Rolling Plan, 1995-2000—the latest edition of the college's planning process—lists a strategy for securing additional state funding for replacement of instructional equipment, but does not include a long-range plan for replacement of instructional equipment in academic areas. The above concern listed by the on-site evaluation team in September 1985 is still a concern at NMJC.

The vast expansion in technology and technology transfer over the past two decades has created a need for educational institutions to train their students to work with highly sophisticated and expensive instructional equipment. This expansion has been especially apparent in community colleges with state-of-the-art technical programs. As a result, New Mexico Junior College faces very serious problems. The first is to find funds to make initial purchases of the equipment, and the second is to keep the equipment updated and correlated with industry. In many cases the equipment becomes obsolete for teaching and learning purposes long before its expected life span is over.

NMJC is falling behind in equipment updates and replacements. A plan should be formulated and implemented very soon to alleviate the problems, especially in high tech fields. The plan should include the following: 1) the college needs to allocate or re-allocate funds from normal income in the 1995-96 budget to instructional equipment purchases; 2) the college should continually seek grants and gifts from outside sources, including private industry such as GM and Ford; 3) the college, through the legislature, should seek state-wide authorization for bond issues for equipment purchases; 4) the college should consider going to its district constituents for a general obligation bond referendum for funds for instructional equipment purposes; and 5) the college should lobby for the inclusion of instructional equipment replacement and renewal funding in the two-year college formula enhancement. The college budgets \$50,000-\$100,000 per year for equipment replacement and renewal.

New Mexico Junior College will develop and implement a strategy for the replacement of instructional equipment. This strategy will be implemented during the fall 1995 semester as part of the annual updating of the *NMJC's Strategic Five-Year Rolling Plan, 1996-2001*. The annual updating of this planning process will be completed by the start of the 42nd legislature, second session, 1996.

5) No provisions have been made for counseling services at outreach centers throughout the academic year.

NMJC's 1995 Response:

New Mexico Junior College has an extensive community-based instructional program throughout the county, including the following: 1) outreach operations in Tatum, Lovington, Hobbs, Eunice, and Jal; 2) interactive TV instruction that includes the five municipal school districts and College of the Southwest, with NMJC operating as a county-wide consortium; and 3) fifteen locations that provide ABE, ESL, and GED training offerings. The college is attempting to provide counseling and guidance information to the clientele taking classes off campus by several techniques and procedures. These are as follows: 1) extending the scheduled hours of the campus counseling office until 6:00 p.m.; 2) utilizing the interactive TV system to provide orientation, admission, registration, and class scheduling informa-

tion to the various outreach operations; 3) scheduling personnel to provide counseling and guidance information during registration periods for the summer, fall, and spring terms at each outreach operation; 4) training individual faculty members to provide academic advisement information to students; 5) providing various counseling and guidance information through the summer, fall, and spring schedule of classes that is circulated throughout the county as an insert in *The Hobbs News-Sun* (circulation of 12,000); 6) providing student service personnel for testing services at the outreach operations in Lovington and Eunice, especially for the mandatory testing and placement program; and 7) supplying counseling and guidance information concerning the college in all high school counseling offices in the county.

The college is also considering an outreach coordinator program, particularly with the increased enrollment generated by the interactive TV offerings and concurrent enrollment funding. NMJC developed and implemented a functional and effective outreach coordinators program after the September 1985 on-site evaluation team report listed a concern in the area of counseling and guidance service provided at the outreach centers. This program was discontinued when major changes were made in the organization and administration of the extended day operations of the evening college, outreach centers, and community services due to the lack of funds available to the college.

6) Lack of a plan for individual staff development for full-time faculty.

NMJC's 1995 Response:

NMJC's commitment to in-service is unique. The college devotes seven days a year to in-service activity which involves the entire faculty. These in-service days are included in the 170 contract service days for nine-month teaching personnel. In August, at the beginning of the academic year, three days are devoted to faculty workshops and training. At this time, the mission and goals of the college and the institutional objectives for the year (as listed in *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*) are emphasized. Other in-service activities include motivation, team building, skill development, human relations, governance and administration, NCA/CIHE self-study, assessment and planning, institutional evaluation and performance review, and professional development plans. In October, two days are devoted to faculty in-service training. Topics include teaching and learning activities; student services and student development; assessment plans; NCA/CIHE accreditation activities; and faculty development, especially in interactive TV instruction and utilization of computer technology. In February, one day is set aside for faculty development. This day involves group activities oriented toward team building, assessment, planning, and skill building in specific areas, especially as it relates to teaching and learning. A faculty and staff committee serves as an advisory group to the administration in planning the annual in-service theme for the year.

New Mexico Junior College is attempting to develop a system where each full-time faculty member will have an individual professional development plan, particularly the faculty members who are under-degreed for their instructional assignment. In the future, the college will attempt to have community college courses offered on the NMJC campus from other colleges and/or universities in New Mexico for in-service training purposes. New Mexico Junior College believes that providing in-service training activities for its faculty and staff is the key element for continuous improvement of the college's instructional programs.

7) **The institutional marketing plan is not reaching a segment of the college's clientele.**

NMJC's 1995 Response:

New Mexico Junior College is continuously attempting to improve its marketing program. The major goal of the NMJC's marketing plan is listed in the planning assumption section of *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*. This major goal is stated as follows: to increase minority participation, retention, and program completion/graduation rates. The targeted population of students/customers/clientele who are participating in the credit/non-credit programs at NMJC will approximate the ethnic mixture of the college's service area by the fall of 1996.

New Mexico Junior College is on target to achieve this major goal. During the fall of 1994, 30.9 percent of the 2,829 students enrolled in the credit program were listed as ethnic minorities. By the fall of 1996, the college is projecting that approximately 35 percent of the student population in the credit program will be minority students, with the Hispanic and Native American students showing the greatest percentage of increase over the last five years. The college recruitment and retention program is having a positive impact on the recruitment of minority students, especially Native American clientele. After careful study and review, the membership of the NCA/CIHE steering committee believes that this issue is no longer a major concern at New Mexico Junior College.



General Information

Community and College

New Mexico Junior College is located in Lea County in Southeastern New Mexico in the southwest corner of the *Llano Estacado*. This major geographical region of the forty-eight continental states opened for permanent settlement only a hundred years ago. The *Llano Estacado*, The Staked Plains, has been described as a vast, treeless, waterless prairie of the Great American Desert. In this dry climate with an average mean temperature of 62 degrees, some summer days may exceed 100 degrees, and some winter days may approach zero. The average mean rainfall is approximately 15 inches per year.

Hobbs is located at the junction of U.S. Highway 62-180 and New Mexico 18 and 32. The city is linked with other population centers in New Mexico and Texas, and it is the distribution center for Southeastern New Mexico and West Texas. U.S. Highway 62-180 is designated as a primary feeder to the interstate system. Interstate access within ninety miles includes Interstates 10, 20, and 27. The Hobbs-Lea County Airport provides connections (Mesa Airlines) to Albuquerque, New Mexico. Currently, over seventy-five private and corporate aircrafts are based at the airport. The facilities mentioned do not include other municipal and private air transportation facilities in the area. Midland/Odessa International Airport is approximately one hundred miles from Hobbs. It is served by Southwest, American Eagle, and Continental. The Hobbs area also has FAA certified freight lines and railroad service by the Texas-New Mexico Railroad, an operating division of Austin and Northwestern Railroad Company.

Lea County has a fiscally conservative government with a 1994-95 budget of \$20,500,000. The county is governed by five county commissioners and a county manager. County indebtedness is zero. In 1994 Lea County dollars and cents per 1,000 net taxable value assessed valuation was \$990,963,622. In 1984 assessed valuation of real property was \$1,459,413, 537. Property tax rates were 8.600 per \$1,000 net taxable value for 1994. Real property tax production in 1993 was \$8,550,728. Lea County per capita personal income in 1993 was 72.7 percent of the national average. In 1983 the per capita personal income was 110.2 percent of the national average. These changes have been primarily due to the downturn in the oil and gas production industry, from "boom to bust." In 1982 oil was \$34.50 per barrel and today it is approximately \$16.00 per barrel. In 1982 New Mexico Junior College's income from oil and gas production was approximately \$400,000 per month. Currently, NMJC's income from oil and gas production is \$170,000 per month.

The city of Hobbs is eighth in population in the state and continues to grow at a "stable" rate. The growth potential of Hobbs and Lea County will be improved in the next few years because of a new state penal complex (1,200 to 2,200 units), which will be completed by 1997 and will create approximately 500-800 new jobs in the college's service area. Hobbs and Lovington, the county seat, are a trade and distribution center for Lea County and adjacent West Texas, serving approximately 125,000 people. In 1990 the U.S. census recorded 55,765 people in Lea County. However, in 1994 the University of New Mexico economic development center estimated that 57,112 people were living in Lea County. These statistics represent a 2.4 percent increase. The greater Hobbs area has a population of approximately 35,000. The central campus of New Mexico Junior College is located near the population center of the county and

its service area. More than 350 clubs, organizations, and societies serve the college district with a variety of programs and activities.

Taxes on oil and gas production in Lea County are the major source of revenue for the state of New Mexico and for local governments. More than 35 percent of all ad valorem, conservation, severance, and school taxes, and 75 percent of the state royalty assessment come from these levies. The Permian Basin produces about 20 percent of the nation's crude oil output and Lea County oil fields produce more than 60 percent of New Mexico's oil production and nearly 25 percent of its natural gas. Petroleum engineers estimate that only 40 percent of the oil in Southeastern New Mexico's reservoirs has been recovered. New methods of recovery and an increase in price promise increased future oil recovery, especially in natural gas production.

Medical services have become a major industry in the area, and educational and practical training for health-care professionals is a growing adjunct to health-care delivery in New Mexico Junior College's service area. In fact, 75 percent of the nurses employed in Lea County are graduates of NMJC. The college itself is considered a major county industry generating approximately \$20,000,000 each year. The municipal school districts of Lea County are its largest employers. County, city, and state governments are also major employers in the college's service area. Agriculture is a major economic force in Lea County and in adjoining West Texas. Cattle and sheep ranches cover great areas of land with some ranches being as large as 200 sections. Dairy farming, as well as irrigated and dry-crop farming, are practiced. New Mexico Junior College's service area extends east to the cotton and peanut farms of West Texas. Dairy farming and cheese plant operations are the fastest growing aspect of the agri-business industry in the region. At the present time, Lea County is not experiencing the boom (1978-85) and bust (1986-90) of the oil and gas economy of the past. It is rather slowly working toward solid diversified economic development and growth.

The Lea County labor force consists of approximately 23,800 individuals, with an unemployment rate of 5.4 percent. Lea County's labor survey results reveal there are 2.76 persons per household; of those, 1.24 persons per household are presently working and .17 persons are seeking employment. Thus, there is a projected labor force of 1.41 persons per household. According to the survey results, 61.9 percent of the respondents were female and 38.1 percent were male. The prime age group (25-54) accounted for 53.0 percent of the labor force; however, the Lea County area also supports a significant number of older workers (55 and older) at 40.9 percent. This percentage is high when compared to a national average of 12 percent by the year 2000. NMJC has had an impact on the labor force's level of education. As the emphasis on education and technology increases so does the level of educational attainment. Out of those surveyed in the county, 42 percent had reached a college level of education and 60 percent of those had received degrees or certificates of completion (approximately 25 percent). Thirty-six percent had achieved a high school level education. Twenty-one percent are retired, and 56 percent are currently working. The labor pool for Lea County is approximately 45,641 persons.

The Lea County public schools are comprised of five municipal school districts in the county: Tatum (3.1%), Lovington (23.1%), Hobbs (63.5%), Eunice (6.3%), and Jal (4.0%). Today, the county municipal schools serve approximately 13,640 students, with 728 high school graduates in 1995. In 1994, 630 graduates were generated by the county high schools. This number does not include approximately 200 general education diplomas (GEDs) awarded each year in the county. The number of high school graduates in the county is projected to be 759 in 1996, 797 in 1997, and 750 in 1998. The number of GED

graduates is projected to increase over the next few years until they reach approximately 250 students per year.

NMJC's legal district comprises 97 percent of Lea County's population, 96 percent of the municipal students, approximately 80 percent of the land area, and 89 percent of the net taxable valuation of the county. The college's legal district comprises all of Lea County with the exception of the Jal Municipal School District located in the south end of Lea County. The service area is considered to be the greater Hobbs/Lovington trade-distribution area, which consists of Lea County, parts of Eddy, Chaves, and Roosevelt counties in New Mexico, and a portion of Gaines and Yoakum counties in West Texas. The college's legal district covers approximately 3,600 square miles (90 miles x 40 miles).

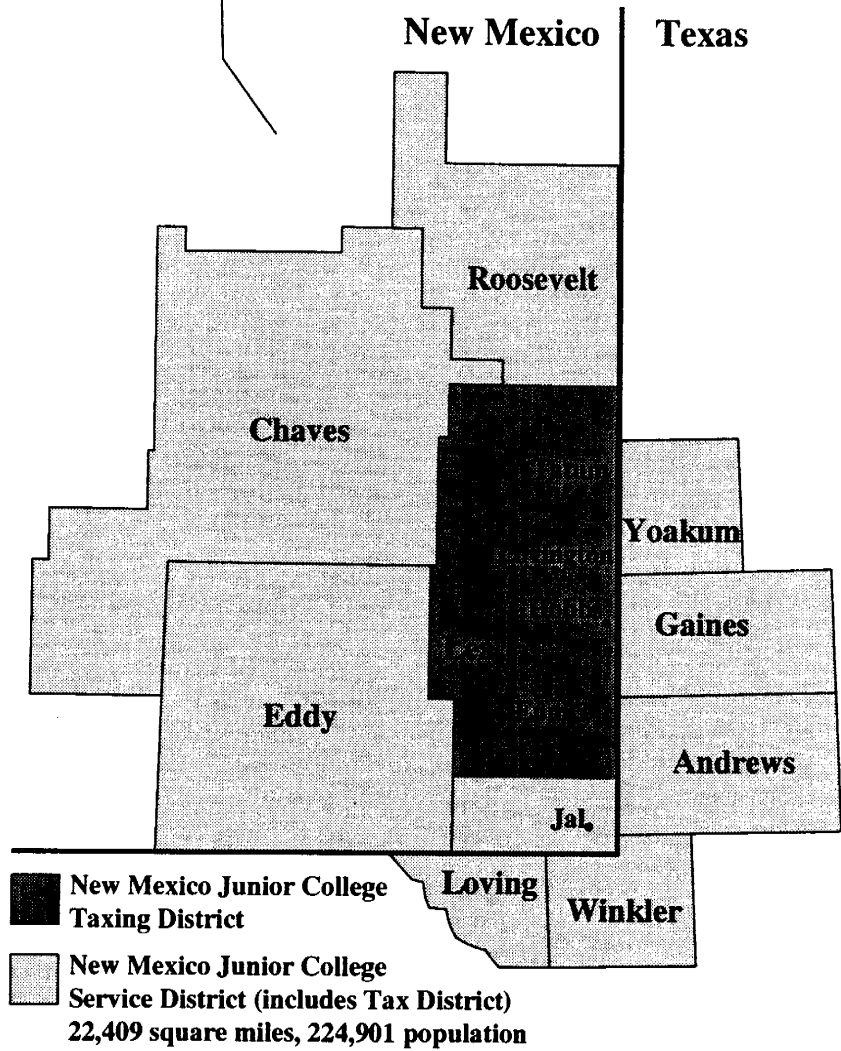
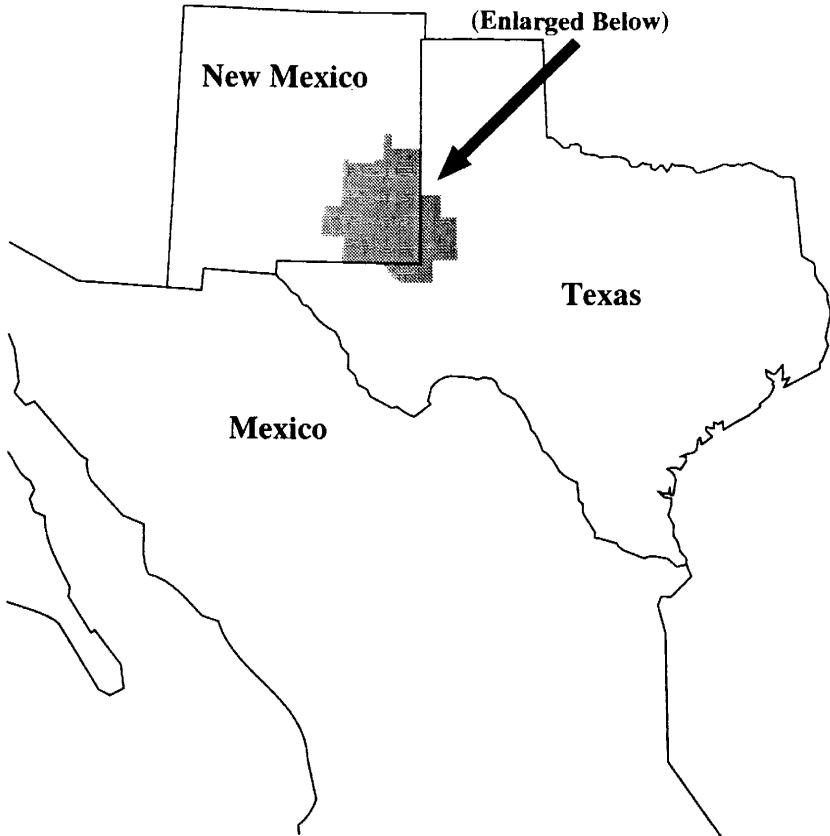
New Mexico Junior College officially came into existence on January 20, 1965. The first president was employed on July 1, 1965, and classes started on September 19, 1966. The student headcount was 728 and the FTE student was 485.

From this modest beginning, NMJC has grown into a full-service community college with 2,829 credit student headcount (fall 1994), 1,760 yearly full-time equivalency students (30 credit hours equal one YFTE), 151 area vocational high school students, 2,772 non-credit continuing education students, 2,698 ABE/GED non-credit students, and approximately 10,000 community service participants. From fall 1989-90 to fall 1994-95, the headcount enrollment has increased 21 percent (2,345-2,829), yearly FTE enrollment has increased 31 percent (1,342-1,760), number of classes offered has increased 31 percent (640-837), FTE faculty has increased 35 percent (74.8-100.8), and faculty/student ratio has remained about the same (1:17.9-1:17.5).

In support of its service area and its clientele, New Mexico Junior College employs 54 administrative/professional staff, 59 full-time teaching faculty, 53 part-time teaching faculty, 64 support personnel, and three part-time teaching and coaching personnel. In the fall semester of 1994, the college employed 233 employees, with a full-time equivalency of 201.8. This number does not include individuals teaching part-time in the non-credit continuing education and ABE/GED programs. NMJC is a full-service community college operating at approximately 60 percent college transfer and 40 percent vocational/technical curriculum mix (total student credit hours: arts and sciences 65% and business and technology/AVHS 35%). The college operated during the 1994-95 year with an average class size of 21.9 and a faculty/student ratio of 1:17.5 with a full-time to part-time teacher ratio in the credit program of 84/16. Yearly full-time equivalency faculty was 100.8, with a ratio of administration and staff of (101.0) 50/50. As a full-service community college, the institution offers a broad spectrum of lifelong educational activities and services to its clientele.

The clientele are served by a college plant valued at over \$37,300,000, an unrestricted I&G budget of \$7.7 million for 1994-95, and a total current funds budget of approximately \$10 million for 1994-95. New Mexico Junior College is primarily financed from a five-mill levy on the \$932 million assessed valuation and a state general fund appropriation of approximately \$2,500 per yearly FTE. Currently, the institution is spending \$4,390 per full-time equivalency student, an increase of only 8 percent from 1989-90. NMJC will be fully funded in 1996-97 on the state's two-year college funding formula. The college will receive approximately \$6,616,000 in state general appropriation funding next year for the 1996-97 collegiate year.

**New Mexico Junior College
Service Area
(Enlarged Below)**



NMJC is viewed as one of the important area resources by its service area community and is considered a major industry in the region. New Mexico Junior College has made and is making a major economic, cultural, social, and humanistic impact on its service area through its educational and service programs. The primary business of the college has always been to provide quality learning opportunities and service to its students, customers, and clientele.

✱ *The History of the Accreditation Process*

NMJC is committed to supporting and providing quality educational opportunities. The institution sought early regional accreditation on September 1, 1965, and was granted accreditation status in 1970. New Mexico Junior College is now accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA/CIHE), the National League of Nursing (NLN), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and the National Automotive Technician Education Foundation (NATEF).

The 1985 legislature of the state of New Mexico revised the 1963 Junior College Act but retained this statement: "The Commission on Higher Education ... shall define official standards of excellence in all matters relating to the administration, course of study and quality of instruction, except that the prescribed standards may not be less in quality and quantity than those prescribed for other state institutions of higher learning by the regional accrediting agency which accredits other colleges and universities of the state."

New Mexico Junior College welcomes the setting of standards for the achievement of quality educational experiences in institutions of higher education and strives to adhere to the mission and goals, which provide a variety of quality lifelong learning opportunities for individuals and service for communities, business, and industry. NMJC has been especially progressive in its assessment and planning activities as they relate to the accreditation process.

In 1965 New Mexico Junior College engaged Dr. Sigurd Rislov, a consultant for the North Central Association of Colleges and Schools, to commence the accreditation process. Dr. Rislov made his first report in December 1966, and completed his final report on March 31, 1967. The institution submitted the *Status Report in Preparation for Candidate Membership Status* in the North Central Association in May 1967. The NCA/CIHE granted this special status following an evaluation team's report on a November 29-30, 1967, visit. In May 1969 NMJC made formal application for accreditation and was granted accreditation for five years on April 8, 1970. NMJC applied for re-accreditation in November 1975; in July 1976, it was granted for a ten-year period. On July 15, 1985, the college again applied for re-accreditation. Following the on-site visitation on September 23-25, 1985, the North Central Association granted the college accreditation for ten years and scheduled a focused evaluation for the fall of 1988 to review the governance system and faculty evaluation at the institution.

In 1979 New Mexico Junior College employed Associated Consultants in Education (ACE) to evaluate that progress. The college contacted Dr. Raymond E. Schultz, University of Arizona; Dr. Larry J. Leslie, University of Arizona; Dr. Norman C. Harris, University of Michigan; Dr. Richard C. Richardson, Arizona State University; and Dr. James I. Ratcliff, Phoenix, Arizona. These consultants made an in-depth evaluation of the college's educational programming; community relations; organizational, administrative, and financial conditions; and strengths and weaknesses. This study was a cooperative effort between the consultants and college personnel, which produced an assessment of the college dating

from the 1975-76 self-study through 1978. This ACE report continues to function in the college's planning process.

As part of the ACE report's recommendation, an update of the institution was recommended. Therefore, in cooperation with the faculty and staff, two members of the original ACE team, Dr. Richard C. Richardson and Dr. Larry I. Leslie, along with Eugene L. Dorr, Associate Director for Educational Services, Arizona State Board of Directors for Community Colleges, served as consultants to provide continuity in the 1983 Institutional Master Plan. This document is an education and facilities plan and an evaluation for the period of time from the 1979 ACE report to 1983.

New Mexico Junior College built the 1984-85 Institutional Self-Study upon the concept of continuous self-evaluation for the improvement of the total effectiveness of the college. The research of the 1975-76 and the 1984-85 institutional self-studies, the NCA on-site visitation reports, the ACE report, and the 1983 Institutional Master Plan were rolled over into the 1984-85 Institutional Self-Study and the 1988 Focused Evaluation Self-Study. The concerns listed in these investigations are continuously reviewed and have served as the bases for the 1994-95 institutional self-study process. (See Continuous Evaluation Model on the following page.)

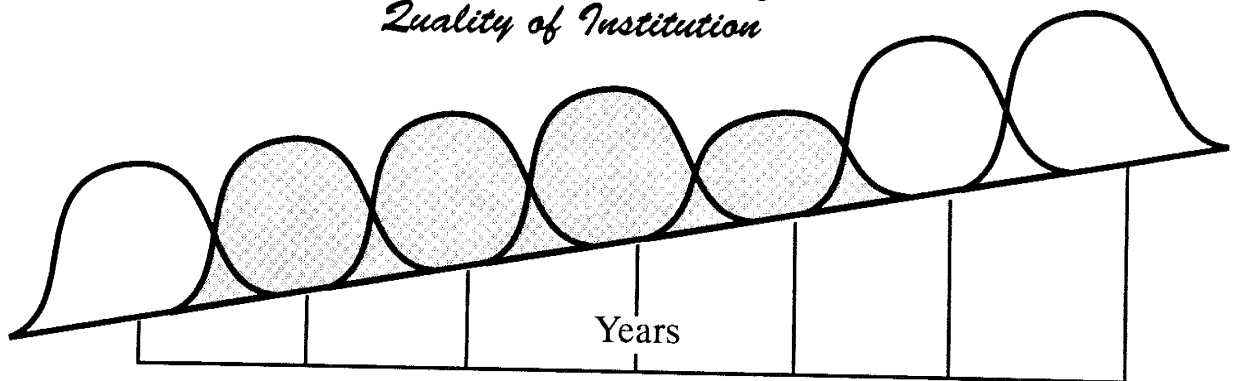
✱ *The 1994-95 Institutional Self-Study Process*

New Mexico Junior College will undergo an evaluation, self-study, and review for continued accreditation as an associate degree-granting institution by the NCA/CIHE in September 1995. In preparation for this comprehensive peer review of the college by a NCA/CIHE evaluation team, an institutional self-study was conducted by the faculty and staff of NMJC. 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 continues to be utilized by the college.


Specific planning for the 1994-95 Institutional Self-Study began in the 1993-94 academic year at an organizational meeting on December 16, 1993, with a joint meeting of the college standing committee and college planning committee chairs and recorders. NMJC's president appointed the institutional self-study coordinator and additional appointments were made to include editor/writer, associate editor/writer, faculty, staff, and students to the institutional self-study steering committee, and staff, faculty, and students to the five criterion task forces and the five assessment committees. With task force and assessment committee appointments completed, the college's self-study organizational efforts began in the 1994 spring semester. Direct action to begin the active self-study process was initiated at the faculty/staff workshop in August 1994. Dr. Mary B. Breslin, Associate Director of the NCA/CIHE, served as a consultant for the workshop. The college produced an institutional self-study manual which included NMJC's institutional self-study as well as the 1994-95 plan and guide. This plan and guide were presented to the NCA/CIHE staff for review and approval in the summer of 1994.

In its 1994-95 institutional self-study plan, NMJC adopted a holistic approach to program assessment and began planning the process; defining issues, goals, and objectives; and organizing participants to review and analyze the mission and goals of the college's educational and service programs. The *Handbook of Accreditation, 1994-96*, was used by the college as its basic reference for conducting the 1994-95 institutional self-study process. Copies of the document were made available to all faculty, staff,

Continuous Evaluation Model
 New Mexico Junior College
Quality of Institution



0			10				20
1973-74	1977-79	1982-83	1984-85	1987-88	1990-2000*		1994-95
NCA Self-Study	ACE Report	ACE Report	NCA Self-Study	NCA Focused Visit	NMJC's Strategic 5 Yr. Rolling Plan		NCA Self-Study

 Energy Resources spent on Self-Evaluation

*NMJC's Strategic Five Year Rolling planning process was started in 1990-91 and has been updated each year since. The latest edition is entitled *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*.

and students participating in the institutional self-study process. A time line and topic outline were established and participants began implementing the institutional self-study process of data collection according to the 1994 institutional self-study manual.

The 1994-95 institutional self-study project is using the same experimental and research design used in conducting the *1984-85 Institutional Self-Study* that was recommended by Dr. Richard C. Richardson, professor and consultant in community college education at Arizona State University. The differences between the 1984-85 self-study and the 1994-95 self-study design include: 1) the added chapter on institutional integrity and ethical standards and practices and 2) the emphasis on assessment of academic achievement of clientele and general education. The faculty and staff are also searching for techniques and procedures that would improve the college's educational and service programs and activities through the self-study process. The major focus of both self-studies has been planning and assessment.

September, October, November, and the first weeks of December were spent in committee organization and committee work toward the goals of the plan and guide for the institutional self-study. The two in-service training days in October were utilized by the faculty and staff for institutional self-study. One in-service training day was also utilized during the spring semester for the institutional self-study. Major activities of the faculty and staff were in the areas of assessment of academic achievement and general education and serving on the steering committee, criterion task forces, and assessment committees. The faculty, staff, and students made a major contribution to the 1994-95 institutional self-study project.

The *1994-95 Institutional Self-Study* is a careful but reflective critical analysis of each facet 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, providing recommended solutions to identified problems and weaknesses, and serving as a document for future assessment and planning. Objectives of the institutional self-study process at New Mexico Junior College 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 stated 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 re-accreditation with the NCA/CIHE through a thorough and professional self-assessment by the utilization of the institutional self-study processes

The following pages include the self-study organizational charts, criterion task forces, assessment committees matrix, and steering committee composition of the 1994-95 NMJC institutional self-study organizational structure.

New Mexico Junior College

Organizational Structure for Institutional Self-Study Project, 1994-95

- Board
 - D. Whitaker, Chair (1-84 to 4-95)
 - M. Newman, Chair (4-95 to present)

 - President
 - Dr. C. Hays

 - Coordinator/Steering Committee
 - J. Shepherd, Chair

 - Steering Committee Composed of Task Force and Assessment Committee Chairs
 - I. Salgado, Board Member
 - B. Braun, Graphics
 - B. Fowler, Computer Support
 - B. Murphy, Administrative Secretary/Recorder

 - Editors/Writers
 - Dr. S. Bennett, Editor
 - L. Connell, Associate Editor
 - J. Shepherd

 - NCA/CIHE Staff Assigned to NMJC
 - Dr. Mary B. Breslin, BVM, Associate Director
-

May 1994

Steering Committee Membership

Dr. Charles Hays	.....	President of NMJC
Brenda Pena	.....	Vice President for Fiscal Services
John Shepherd	.....	Coordinator/Chair
Griff Henson	.....	Chair, Criterion One Task Force : Mission and Goals
John Shepherd	.....	Chair, Criterion Two Task Force: Resources
John Pruitt	.....	Chair, Criterion Three Task Force: Outcomes (Assessment)
Dr. Bobby Wright	.....	Chair, Criterion Four Task Force: Continuity
Bob Snow	.....	Chair, Criterion Five Task Force: Ethical Practices
Robert Guthrie	.....	Chair, Assessment Committee: Administration and Governance
Don Wilson	.....	Chair, Assessment Committee: Educational Programs
Steve McCleery	.....	Chair, Assessment Committee: Support Programsfor the Community
Dr. Patrick Gorman	.....	Chair, Assessment Committee: Support Services for the Students
Randall Gaylor	.....	Chair, Assessment Committee: Support for the Instructional Programs
Dr. Sue Bennett	.....	Editor/Writer
Linda Connell	.....	Associate Editor/Writer
Bill Braun	.....	Graphics
Brent Fowler	.....	Computer Support
Irene Salgado	.....	Board Member
Dr. Mary Breslin	.....	NCA/CIHE Staff assigned to NMJC
Travis Logan	.....	Student Senate President
Bernice Murphy	.....	Administrative Secretary/Recorder

Organizational Structure for Institutional Self-Study Project, 1994-95

Task Forces

- A. Criterion One Task Force: Mission and Goals
- Griff Henson, Chair
 - Patricia Scott, Recorder
 - George Biggs, Professor of Biology
 - Dr. Lonnie Smith, Professor of Welding
 - Bill Lewis, Grounds Supervisor/Professor of Horticulture
 - Karen Cummings, Professor of Nursing
 - Barbara Hicks, Secretary/Development
 - Felisita Holstrom, Professor of Cosmetology/AVHS
 - Shannon Brown, Professor of Physical Education/Assistant Women's Basketball Coach
 - Jeff McCool, Professor of Physical Education/Assistant Men's Basketball Coach
 - Mike Copple, Professor of Physical Education/Assistant Men's Baseball Coach
 - Kathy Malone, Professor of Psychology
- B. Criterion Two Task Force: Resources
- John Shepherd, Chair
 - Linda Perrin, Recorder
 - Gerald Martin, Professor of Mathematics
 - Brenda Pena, Vice President for Fiscal Services
 - Lisa Brown, Director of Human Resources
 - Stan Pena, Director of Physical Plant
 - C.c. Brown, Director of Institutional Development
 - Scott Henderson, Professor of Psychology
 - Kelly Holladay, Professor of Developmental Studies
 - Joy DeMichele-Ainsworth, Secretary/Physical Plant
 - Martha Weller, Coordinator/Professor of Cosmetology
 - Wayne Smith, ITV Coordinator
 - Dale Short, Professor of Art
- C. Criterion Three Task Force: Outcomes (Assessment)
- John Pruit, Chair
 - Jan Kemp, Recorder
 - Steve Davis, Director of Allied Health Fields
 - Richard Morris, Athletic Director
 - Steve McCleery, Dean of Arts and Sciences
 - Brenda Pierce, Professor of Microbiology/Director of MLT
 - Marilyn Jackson, Director of Learning and Career Services
 - Linda Davison, Counselor
 - Javier Flores, Director of Housing and Intramurals
 - Pat Knapp, Records Administrator
 - Sally Telles, Accounts Payable Clerk/Bookkeeper
 - Joy Hoerler, Assistant Director of Computer Center
 - Julie Schenck-Lusby, Counselor/SBDC

- D. Criterion Four Task Force: Continuity
- Dr. Bobby Wright, Chair
 - Norma Faught, Recorder
 - Pete Mladinic, Professor of English
 - Sherry Campbell, Professor of Health Occupation/AVHS
 - Mary Kipple, Professor of Nursing
 - Judy Scheller, Registrar Assistant
 - Robert Spencer, Professor of Automotive Technology
 - Randy Whicker, Professor of Automotive Technology
 - Ellen Wilson, Professor of Office Technology
 - Sam Karrah, Professor of Computer Science
 - Lena Redekop, Student
 - Tim Cook, Student
- E. Criterion Five Task Force: Ethical Practices
- Bob Snow, Chair
 - Debbie Williams, Registrar Assistant
 - Steve Barslou, Professor of Computer Science
 - Tom Toglia, Professor of Automotive Technology
 - Ernestine Moore, Professor of Office Technology
 - Patricia Bowman, Professor of English
 - Chris Newman, Purchasing Coordinator
 - Chazz Barclay, Director of Student Recruitment
 - Nelda Helms, Professor of Physical Education
 - Roger Moore, Financial Aid Officer
 - Willy Miller, Secretary/Allied Health Fields
 - Glen McKay, Coordinator of T.V./Medial Services
 - Jean Sumruld, Assistant Director of Community Development/PIO
 - Amy Robledo, Assistant Cashier
 - Lucinda Gomez, Secretary/Financial Aid

Assessment Committees

1. Administration and Governance
- Robert Guthrie, Chair
 - DeEtta Duff, Recorder
 - Ron Black, Professor of Physical Education/Basketball Coach
 - Diann Megert, Professor of Computer Science/Mathematics
 - JoAnn Maher, Professor of Nursing
 - Shirlene Gordon, Assistant Librarian/Reference Services
 - Dr. Jim Harris, Professor of English
 - Brent Palmer, Professor of Physical Education/Basketball Coach
 - Ismael Zuniga, Custodial Supervisor
 - Kay Wright, Professor of Biology/Medical Laboratory Technology
 - Patricia Wright, Professor of Nursing

- Veta Flanary, Secretary/Physical Education
- Sachiko Umi, Director of Special Projects
- Mandie Duncan, Student

2. Educational Programs

- Don Wilson, Chair
- Patsy Lewis, Recorder
- Don Leach, Dean of Administrative Services
- Mary Jane Ward, Articulation Project Coordinator/AVHS
- Margaret Wilson, Professor of Office Technology
- Ann Arnold, Director of Community Development/PIO
- Thomas Juarez, JTPA Specialist
- Lary Wilcox, Professor of Art
- Marilyn Jackson, Director of Learning and Career Services
- Mickey Best, Professor of Speech and Drama
- John Baldwin, Professor of Physical Education
- Connie Brady, Controller/Internal Auditor
- Shirlene Gordon, Assistant Librarian/Reference Services
- Kenneth Flowers, Adult Basic Education Specialist
- Delores Owen, Professor of Nursing
- Karen Elliott, Library Assistant/Serials
- Rita Caudill, Secretary/Counseling

3. Support Programs for the Community

- Steve McCleery, Chair
- Donna Springer, Recorder
- Mickey Best, Professor of Speech/Drama
- Ann Arnold, Director of Community Development/PIO
- Dr. Lynn Dean, Professor of Music
- LaJean Burnett, Director of Lea County Cowboy Hall of Fame/WHC
- Lary Wilcox, Professor of Art
- Cindy Walker, Career Education Specialist
- Jerry Brian, Professor/Director of Hazardous Materials
- Richard Morris, Athletic Director
- Robert Turner, Director of Minority Recruitment/Job Placement
- Barbara Bell, Professor of Nursing
- Pat Scott, Counselor/Professor of Nursing
- Thomas Juarez, JTPA Specialist
- Glen McKay, Coordinator TV/Media Services
- Will Roan, Professor of Mathematics
- Betty Curry, Learning Laboratory Supervisor
- Rosanne Himes, Library Assistant/Technical Services
- Jose Flores, Programmer/Data Gathering Specialist
- Dr. Scotty Klein, Professor of Mathematics
- Ray Birmingham, Professor of Physical Education/Baseball Coach
- Don White, Small Business Development Center Counselor

4. Support Services for Students
 - Dr. Pat Gorman, Chair
 - JoAnn Jones, Recorder
 - Jackie Hays, Professor of Developmental Studies
 - Linda Neel, Director of Financial Aid
 - James Ross Black, Professor of Physical Education/Golf Coach
 - Robert Turner, Director of Minority Recruitment/Job Placement
 - Kathy Barclay, Director of Student Activities
 - Bryan Malone, Professor of Computer Science/AVHS
 - Javier Flores, Director of Housing and Intramurals
 - Georgia Jordan, Handicapped Vocational Services Specialist
 - Chris Seed, Rodeo Coach
 - Mary Shelton, Professor of Developmental Studies
 - Marilyn Duke, Graphic Arts Assistant

5. Support for Instructional Programs
 - Randall Gaylor, Chair
 - Marcia Galyean, Recorder
 - Sam Oswald, Professor of Computer Assisted Drafting
 - Dr. Victor Berner, Professor of Chemistry
 - Don Green, Professor of Biology
 - John Lathrop, Professor of Business
 - Richard Lloyd, Professor of Physical Education/Athletic Trainer
 - James Dean, Maintenance/Utility/Carpenter
 - Bill Rash, Warehouseperson
 - Doug Sours, Professor of Agriculture
 - Kirk Ferguson, Professor of Computer Science
 - Mike Williams, Professor of English
 - Beth Hancock, Secretary/Vice President for Fiscal Services
 - Debra Browning, Library Assistant/Circulation
 - Rebecca Jones, Student
 - Christina Guzman, Student

Organization for NCA/CIHE* Institutional Self-Study Process Conceptual Model**

Task Forces

NCA/CIHE Criteria for Accreditation

- I. Criterion One Task Force: Mission and Goals
 - College's Mission and Goals
- II. Criterion Two Task Force: Resources
 - Proof of Effective Organization of Resources to Achieve College's Mission
- III. Criterion Three Task Force: Outcomes/Assessment
 - Proof of Achievement of Its Mission
- IV. Criterion Four Task Force: Continuity
 - Proof of Institutional Vitality to Continue to Achieve Its Mission and Improve Its Educational Effectiveness
- V. Criterion Five Task Force: Ethical Practices (New: 1994-95)
 - Proof the College Demonstrates Integrity in Practice and Relationships

Assessment Committees

- Good Practice, Outcomes, Follow-Up, Value-Added, and Other Assessment Techniques and Procedures, especially Assessment of Academic Achievement
 - A. Administration and Government
 - B. Educational Programs
 - C. Support Programs for the Community
 - D. Support Services for Students
 - E. Support for Instructional Programs

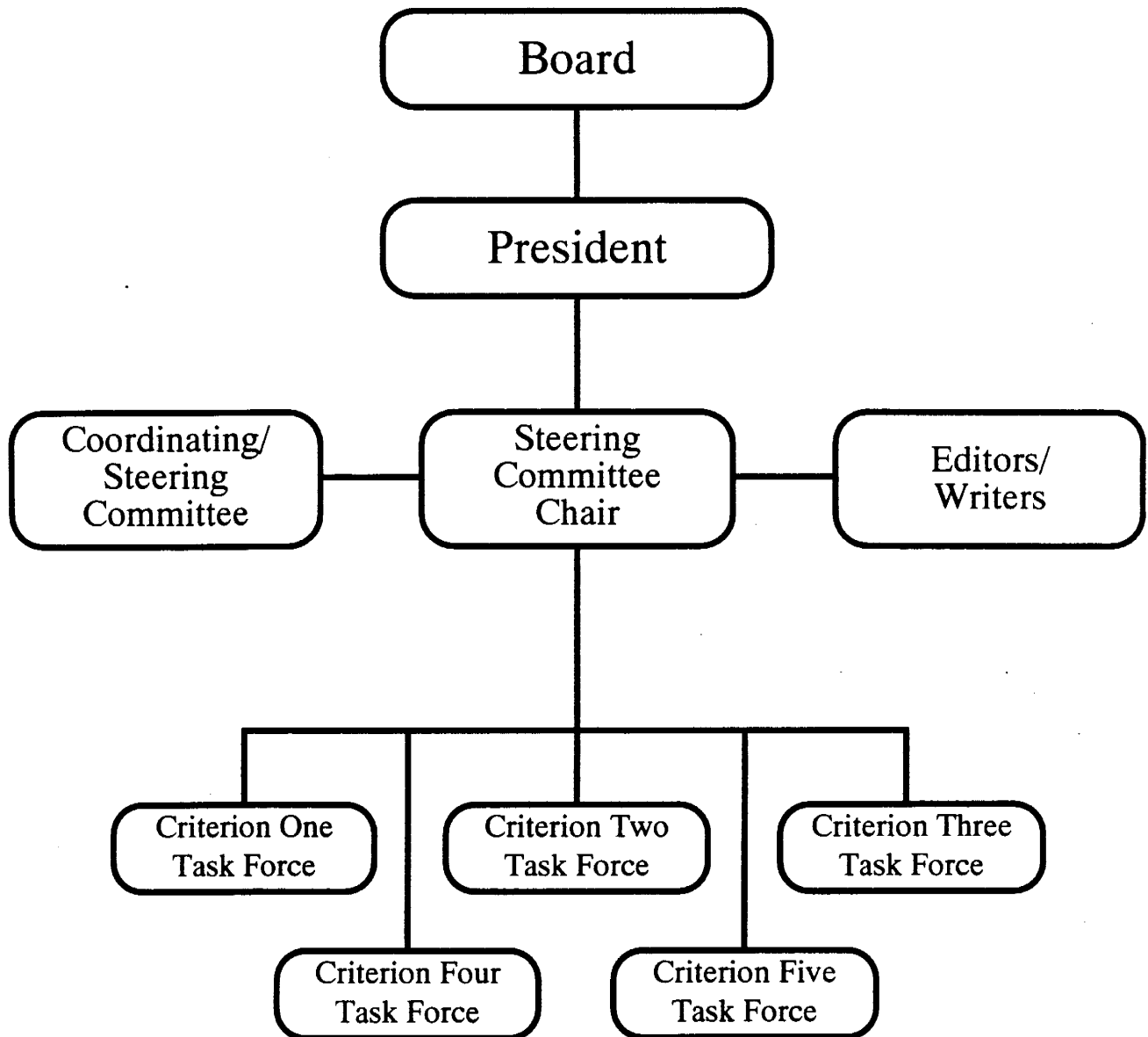
* North Central Association of Colleges and Schools (NCA)/
Commission on Institutions of Higher Education (CIHE)

** Utilized same Conceptual Model as *1984-85 Institutional Self-Study*

May 1994

NCA/CIHE
Organization for Institutional Self-Study

**How we have organized our Assessment Program
at New Mexico Junior College
1994-95**



Interrelationship between Task Force and Assessment Committees* An In-Depth Study

Task Force/ Assessment Committees	Mission & Goals	Resources	Outcomes	Continuity	Ethical Practices
Administration and Governance					
Educational Programs					
Support Programs for the Community					
Support Services for Students					
Support for Instructional Programs					

* The 1994-95 Institutional Self-Study Project utilized the same experimental design as the 1984-85 Institutional Self-Study recommended by Dr. Richard C. Richardson, Professor of CCE/Consultant at Arizona State University.



General Institutional Requirements

*** Mission**

- 1) NMJC has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

New Mexico Junior College is a public, comprehensive community college located in the semi-rural southeastern corner of New Mexico. Established in 1965 as the state's first junior college, NMJC's taxing district comprises all of Lea County with the exception of the Jal Municipal School District. The college service area, however, is considerably larger and reaches into five counties across the Texas border. The college's service area is considered to be the Hobbs/Lovington trade area, which consists of Lea County, parts of Eddy, Chaves, and Roosevelt counties in New Mexico, and parts of five counties in West Texas. The college district covers approximately 3,600 square miles while the actual service area covers 22,409 square miles.

New Mexico Junior College has a mission statement and goals that have been formally approved and adopted by the governing Board. The first mission and purposes of the college were adopted by the Board in November 1965. The current mission and goals statement was adopted by the Board on November 15, 1994. The mission and goals of NMJC appear in all appropriate college publications, including the college catalogue and other student publications. The mission and goals have changed over the past thirty years from the purposes of a typical junior college to the mission and goals of a comprehensive community college with a full-service mission. NMJC is one of New Mexico's seventeen two-year public institutions of higher education. The institution is governed by a Board composed of seven members elected to staggered terms from seven single-member districts within the NMJC taxing district. The New Mexico Commission on Higher Education (CHE) has statutory responsibility to coordinate and to approve budgets, facilities, and various kinds of levies, which are imposed at the local level in the districts of the various colleges. The 1985 Community College Act made the CHE directly responsible for approving the budgets and facilities of the various community colleges in the state as well as making recommendations to the state legislature on behalf of community colleges. NMJC is defined as an institution of higher education under the provisions of the Community College Act. New Mexico Junior College's mission is to provide service area residents, communities, businesses, and industries a host of lifelong learning opportunities and experience insofar as resources will allow and with consideration for the population's educational, economic, and cultural diversity.

- 2) NMJC is a degree-granting institution.**

According to the Community College Act, a board of any community college may award the appropriate degree upon the completion of a curriculum organized for that purpose and approved by the Commission on Higher Education. The associate title may be awarded only to students as recommended by the faculty and chief academic administrative officer of the college as having satisfactorily completed the prescribed course of study. The NMJC Board has authorized the associate in arts, the associate in science, the

associate in applied science and certificates of completion to be conferred by the community college. New Mexico Junior College's first associate degrees were awarded in May 1967. Since that time, approximately 5,100 associate degrees and certificates of completion have been conferred on students completing the various prescribed courses of study provided by the college. Approximately fifteen percent of the annual FTE students complete associate degrees or obtain certificates of completion each year.

*** Authorization**

- 3) NMJC has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

Chapter 21, Article 13 NMSA 1978, known as the "Community College Act," was first enacted into law in 1963 as the Junior College Act. In 1985 it was modernized and expanded into a comprehensive community college statute. The purpose of the Community College Act is to provide for the creation of local community colleges and extend the privilege of basic vocational, technological, or higher education to all persons who are qualified to pursue the courses of study offered. According to the Community College Act, "community college" means a public higher educational institution, which provides two years of education in the arts, sciences, and humanities beyond the twelfth grade of the public high school curriculum or, in lieu of that education or in addition to it, not to exceed two years of a vocational and technical curriculum and appropriate courses of study for persons who may or may not have completed the twelfth grade of a public high school. "Community college district" means a district in which a community college is located or proposed to be created; the district shall be composed of the territory of one or more school districts of the state. The 1985 Community College Act is an excellent community college statute and could not be made stronger, except for the funding section, which can always be improved. The Act as currently written is functional and flexible; in fact, it is one of the strongest two-year college statutes in the nation. It is a model of full-service community college legislation. This Act provides for a powerful legal foundation for New Mexico Junior College as a two-year community-based institution of higher education.

- 4) NMJC has legal documents to confirm its status: not-for-profit, for-profit, and public.**

New Mexico Junior College is a public community college functioning under the Community College Act as amended. This statute provides the legal foundation for the college as a comprehensive community college with a full-service mission statement. NMJC has charters from the office of the Secretary of State for New Mexico required by law to operate its various divisions and subdivisions. The Area Vocational High School program and various other occupational/career programs and activities are authorized and certified by the State Department of Vocational Education and the State Board of Education. In 1966 New Mexico Junior College became the first designated area vocational college in the state. The NMJC Foundation, the Lea County Cowboy Hall of Fame and Western Heritage Center, and the T-Bird Booster Club also have the legal documentation required to operate as part of the college in New Mexico. NMJC is audited each year by a public accounting firm working under the authority of the State Auditor's Office. During these annual audits, the various legal documents of the college are subject to review.

✱ Governance

- 5) **NMJC has a governing board that possesses and exercises necessary legal power to establish and to review basic policies that govern the institution.**

New Mexico Junior College's governing Board is composed of seven members elected to staggered terms from seven single-member districts within the NMJC taxing district. The community college board of any community college organized pursuant to the 1985 Community College Act may, by adoption of a resolution to that effect, establish a governing board composed of five or seven members elected from single-member districts for staggered terms. The single-member districts shall be compact and contiguous and composed of populations as equal as practicable. Members shall be required to reside in the districts from which elected.

According to the Community College Act, it shall be the duty of the community college board **to determine financial and educational policies of the community college.** The community college Board shall provide for the management of the community college and execution of these policies by selecting a competent president for the community college; and, upon the president's recommendation, the Board shall employ other administrative and instructional staff or other personnel as may be needed for the operation, maintenance, and administration of the community college. The Board shall have the power to fix tuition and fee rates for resident and non-resident students of the district, to accept gifts and federal aid, to purchase, hold, sell, and rent property and equipment, and to promote the general welfare of the institution for the best interest of educational service to the people of the college district.

The Commission on Higher Education shall, in conjunction with the community college Board, prescribe the course of study for the community colleges established pursuant to the Community College Act and shall define official standards of excellence in all matters relating to the administration, course of study, and quality of instruction, except that the prescribed standards may not be less in quality or quantity than those prescribed for other state institutions of higher learning by the regional accrediting agency for other colleges and universities of the state. The NMJC Board possesses and exercises the necessary legal power to formulate and to review all the policies that govern the college.

- 6) **NMJC's governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

The present membership of the NMJC Board is composed of a president of a regional real estate company serving as chairperson (Hobbs); a public school secretary/switchboard operator serving as secretary (Hobbs); a president of a regional oil field service company (Hobbs); a president of a regional oil and gas production company (Hobbs); a president of an oil field service company (Eunice); a retired municipal school superintendent (Tatum); and a rancher and owner of oil and gas properties (Lovington). These individuals provide strong policy-making ability for the college and represent the public interest of NMJC's taxing district and the college service area citizens. New Mexico Junior College has consistently had autonomous persons of strong character and integrity serving on the community college Board. The quality and commitment of the membership of the Board has been one of the major strengths of the institution. The Board has demonstrated character and integrity over the years in its decision-making responsibilities and has the legal authority necessary under the Community College Act to provide excellent policy-making expertise for the college and all its operations and educational services and programs. The Board has always placed the education and interest of the students and people of the

taxing district first in their policy-making capacity. The NMJC Board is composed of elected public officials who are autonomous from the college administration and the taxpayers of the district to assure the integrity of the college.

7) NMJC has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Act requires that the Board shall provide for the management of the community college and execution of college policies by selecting a competent president for the community college, and upon the president's recommendation, provide for the administration and management of the college through execution of these board-established policies. The Board formulates the financial and educational policies. The president, serving as chief executive officer of the institution, and his or her staff provide for the management of the institution, operating the institution as a comprehensive community college, under the policies formulated by the Board and the laws, policies, and procedures provided by state and federal authority.

Dr. Charles D. Hays, Ph.D., was selected by the Board as the president of the college and CEO of the Board in April 1988. Dr. Hays has served the college as president and CEO from that time to the present. He is currently in his seventh year of service to the college. Dr. Hays is the seventh president to serve as CEO of New Mexico Junior College since the college was instituted in 1965. Two of these presidents served less than a year as interims during presidential search processes. Four presidents have served as president and CEO to the institution, the founding president for three years and Dr. Hays' predecessor for ten years. Each president has been a professional educator with strong leadership ability, high character, integrity, and the expertise needed during his period of service as CEO of the institution. New Mexico Junior College has in place a professional executive officer with strong leadership qualities and the integrity to provide direction and vision for the college.

8) NMJC's governing board authorizes the institution's affiliation with the Commission.

Application for affiliation with the NCA/CIHE was made in 1966 and a status report was presented the same year. In 1967 NMJC received candidate status with the Commission. A diagnostic visit by the Commission was completed in 1968 and a comprehensive visit followed in 1970. As a result of the visit, New Mexico Junior College received accreditation for a period of five years. The subsequent visit in 1975-76 provided continued accreditation for a ten-year period. NMJC's last comprehensive evaluation review for continued accreditation as an associate degree-granting institution was in 1985-86. The college received continued accreditation for ten years, with a focused visit reviewing the governance system and faculty evaluation.

This focused review was completed in the fall of 1988 and after the on-site evaluation, the college was granted continued accreditation with the next comprehensive evaluation scheduled for the fall of 1995. New Mexico Junior College has a long history of association with the NCA/CIHE and has utilized the accreditation process to improve the total effectiveness of the college as a comprehensive full-service community college. The Board has authorized New Mexico Junior College's affiliation with the Commission each time the college has utilized the accreditation process. NMJC has attempted to use a continuous self-evaluation process. Over the years, the Board has been a vital part of self-evaluation, planning, and improvement processes.

*** Faculty**

- 9) NMJC employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

New Mexico Junior College, as a comprehensive community college with a full-service mission, has employed a teaching faculty that has earned, from accredited institutions of higher learning, degrees appropriate to an associate degree-granting institution. The college, like most community colleges, has three groups of faculty that teach the college credit courses. These are the full-time teaching faculty, the full-time professional staff who teach part-time, and the part-time teaching faculty. During the 1994 fall semester, there were 59 full-time teaching faculty, 15 full-time professional staff who taught at least one collegiate level course, and 56 part-time teaching faculty who taught classes in the credit program. Of the 74 teaching faculty, who are employed at present by the college in a full-time professional position, 66 or 89.2 percent meet the threshold educational requirements of bachelor's or graduate degrees from regionally accredited institutions of higher education. Forty-six or 62.2 percent have graduate degrees from regionally accredited institutions of higher learning. For the part-time teaching faculty, 40 or 73.2 percent of the faculty meet the threshold educational requirements. During the 1994 fall semester, 130 teaching faculty were employed by the college, with 107 or 82.3 percent holding bachelor's or graduate degrees. For the full-time teaching faculty over the past ten years, 253 or 95.5 percent of the faculty have met the basic general institutional requirements with 195 or 73.6 percent holding graduate degrees from regionally accredited institutions.

- 10) NMJC has a sufficient number of faculty as full-time employees at the institution.**

NMJC employed 130 professional educators to teach in the college credit program in the 1994 fall semester. Seventy-four of these professionals were full-time employees of the institution. During the 1994 fall semester, 24,265 total student credit hours were generated by the college. The 56 part-time faculty produced 3,759 total student credit hours or 15.5 percent of the total. In the credit program, the college uses a quality control indicator of 80/20 for academic planning purposes. This critical ratio means that at least 80 percent of the total student credit hours will be generated by full-time employees of the college (full-time teaching faculty or full-time professional employees teaching part-time) and no more than 20 percent of the college's total student credit hours will be produced by the part-time faculty. This criterion does not apply to the non-credit offerings of the community college, such as Adult Basic Education (ABE) or continuing education classes of an avocational and recreational nature. New Mexico Junior College has approximately 180 full-time employees and 201.8 FTE budgeted for the 1994-95 year. The college also attempts to maintain a 50/50 ratio between teaching and support employees. For the 1994-95 year, 100.8 FTE faculty and 201.8 total FTE personnel or a .50 ratio will be utilized by the college. NMJC is committed to a quality full-time professional and support faculty/staff to serve the various publics, customers, and clientele of the institution.

- 11) NMJC's faculty has a significant role in developing and evaluating all of the institution's educational programs.**

The full-time teaching faculty has a major role in developing and evaluating the college's educational courses and programs. Faculty members serve on all college standing committees, all college planning committees, and all institutional self-study criterion and assessment committees. The college's standing

committee on curriculum has the major responsibility for reviewing curriculum, as well as teaching and learning matters, especially the implementation of new programs and courses of study or discontinued programs and courses of study. The curriculum planning committee is responsible for reviewing the patterns of enrollment each year within the various courses and programs offered by the college and rating the growth potential for all educational programs and activities provided by the college. This committee makes annual recommendations related to the curriculum which becomes part of *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*.

All five of the planning committees make annual recommendations which become part of the college's continuous self-evaluation and planning processes. These planning committees are composed of faculty members. The governance structure of the college is designed to encourage the faculty to be a major player not only in teaching and learning at New Mexico Junior College, but also in developing and implementing curriculum development.

*** Educational Programs**

12) NMJC confers degrees.

New Mexico Junior College confers the Associate in Arts, the Associate in Science, the Associate in Applied Science, and various vocational-technical certificates of completion. The first two degrees (Associate in Arts) were conferred to two transfer students in May 1967. The first graduation commencement was conducted in May 1968. Since that time, the college has conferred over 5,100 associate degrees and certificates of completion. Approximately fifteen percent of the yearly FTE students complete associate degrees and/or obtained certificates of completion. Nineteen percent of the annualized FTE students generated during the 1993-94 year were program completers. NMJC has made a major commitment to motivate students to complete programs and courses of study and to receive associate degrees or certificates of completion upon graduation. NMJC's annual commencement is a major event in the life of the community college with over 2,500 persons attending the graduating exercises each year.

13) NMJC has degree programs in operation with students enrolled in them.

New Mexico Junior College has over fifty courses of study and/or degree or certificates of completion programs. Students are enrolled in a program of work toward a degree or a certificate of completion when they are admitted to the institution. A college counselor and/or a faculty advisor should complete a degree or a certificate of completion plan, at the time of enrollment or during the first semester, for all students seeking associate degrees or certificates of completion. During the 1994 fall semester, students were enrolled in forty-five disciplines that supported the various degree and certificate of completion programs provided by the college. The courses of study and the various degree and certificate of completion programs are reviewed each year by the curriculum planning committee as they relate to numbers of students enrolled during the fall and spring semesters in these various programs and supporting disciplines. During the 1994 fall semester, 2,829 students were enrolled in the college credit programs and the Area Vocational High School (AVHS) and other concurrent enrollment programs with five public municipal schools of Lea County. This number represents 1,618 FTE students (fifteen college credit hours equal one FTE), with 8,386 total cumulative students being served. The AVHS is a two-plus-two concept with the associate degree in a technical field as the goal of the program. Students are directed

into a degree and/or a certificate of completion program early in their career at NMJC. The college encourages these students to complete their courses of study and to graduate with an associate degree or certificate of completion in the shortest possible time frame for the completion of their program.

14) NMJC's degree programs are compatible with the institution's mission and based on recognized fields of study at the higher education level.

The degree and certificate of completion programs provided by the college are directly related to the mission and goals of the institution as a community college with a full-service mission. The business of NMJC is learning and service. The various courses of study, degree, and certificate of completion programs provided by the college are designed and based on the theory that "learning is lifelong and never ends." NMJC's associate degree programs are compatible with institutions of higher education in New Mexico and the Southwestern United States. Over its thirty-year history, the college has transferred college credit work to over 300 institutions of higher education in the U.S. and other parts of the world. The various technical programs in allied health, automotive technology (GM and Ford), oil and gas technology, computer science, computer graphics, and office technology are compatible with the highest levels of technology available in the U.S. and the world. NMJC is an institution of higher education, as defined in the Community College Act, and attempts to provide high level college transfer, technical, vocational, and continuing education to the citizens of the college's service area. The college curriculum patterns are reviewed each year for their correlation to other community colleges and colleges and universities, particularly in New Mexico and the greater Southwest. NMJC takes great pride in the success of its students, especially its college transfer and vocational/technical program completers.

15) NMJC's degrees are appropriately named following practices common to institutions of higher education in terms of both length and content of the programs.

New Mexico Junior College offers the Associate in Arts, the Associate in Science, and the Associate in Applied Science degrees and several certificates of completion in vocational/ technical fields. These degrees and certificates of completion are common to community colleges and technical institutes throughout the United States. The college degree requirements and courses of study are very traditional and typical for two-year colleges in New Mexico and the nineteen states that comprise the NCA/CIHE region. NMJC has been formulated and developed over the years as a comprehensive full-service community college. From the beginning to the present, the college has been committed to development and implementation of a comprehensive community college model. The various stages of NMJC's development from a junior college to a community college with a full-service mission have been based on a powerful commitment to a basic community college philosophy and tradition. The NCA/CIHE accreditation process has assisted the college in implementing a full-service community college in Southeastern New Mexico and improving the total effectiveness of the institution. The length and content of the various degree programs and courses of study follow standard requirements and procedures for institutions of higher learning in New Mexico and NCA/CIHE associate degree-granting institutions of higher education.

16) NMJC's undergraduate degree program includes a coherent general education requirement consistent with the institution's mission and designed to ensure a breadth of knowledge.

The mission and goals of New Mexico Junior College, which are carefully considered, professionally implemented, and publicly disseminated, guide the instructional programs of the institution. The college attempts to serve, as resources allow, the individuals, communities, and businesses and industrial sectors of the service region. NMJC offers four general types of programs: 1) general education, 2) college transfer, 3) vocational/technical, and 4) community service/development.

The basic purpose of all sectors of New Mexico Junior College is to support the educational program of the college. All college experiences which contribute to the intellectual growth and knowledge of the college's clientele are included in the concept of general education. The purpose of NMJC is learning and service. The college provides opportunities and learning activities that promote intellectual growth, social growth, aesthetic and cultural growth, educational growth, and personal growth through lifelong learning experiences. New Mexico Junior College is committed to general education and the concept that learning never ends and is lifelong.

The general education courses for students are included in all courses of study and are required for the associate degree and certificates of completion offered by the institution. 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 while promoting intellectual inquiry. The general education courses offered at New Mexico Junior College may be categorized as follows:

- 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 and college orientation.

General education offerings are also provided by the college through its continuing education option and activities. General education at New Mexico Junior College is based on curricular patterns. Basic areas of academic study would typically include, but are not limited to, the following:

- Communication—speech and English;
- Humanities—English, art, humanities, music, speech, foreign language, and philosophy;
- Laboratory Science (natural science)—chemistry, physics, biology, and astronomy;
- Mathematics—all courses with a mathematics (MA) prefix;
- Behavioral Science—psychology and sociology;
- Social Science—history, government, economics, sociology and philosophy; and
- Computer Literacy—computer science.

Developmental study courses are not considered as general education at NMJC. The faculty and staff, as reflected by the actions of the college standing committee on curricula taken over the years, are strongly committed to the importance of general education being included in all degree and certificate of completion programs provided by the college.

17) NMJC has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The college operates under an open door admission policy whereby all high school graduates, GED graduates, as well as non-graduates whose classes have graduated, can be admitted. This admission to NMJC includes all services and activities provided by the college, but does not apply to all programs, such as nursing, GM and Ford automotive technology, and other degree programs offered by the college. Juniors and seniors in high school may also begin taking classes at NMJC with permission of their high school principal. Transfer students from other colleges and universities are also eligible to apply for admission. To be admitted to NMJC, a student needs to complete an information sheet and, if seeking a degree, request that all transcripts from high school and/or college or GED scores be sent to the admission office. All new full-time degree-seeking students, who have not taken an ACT or SAT, are required to take an English, reading, and mathematics assessment test prior to enrollment. Part-time students taking their first English or mathematics class must have an assessment score prior to enrollment. The college has a mandatory placement policy for students who are judged incapable of performing at the collegiate level, based on these assessment tests. Developmental studies courses are available in English, reading, mathematics, science, and English as a Second Language (ESL). Approximately ten percent of the total student credit hours generated by the college is in developmental studies. The admission policies and practices at NMJC are designed to provide learning opportunities for all students and to assess where students are as learners. The college maintains collegiate level learning experiences for students in degree-seeking programs and courses of study, both for the associate degree and the certificate of completion. The admission policies and practices are consistent for a community college with a full-service philosophy and appropriate for an associate degree-granting institution of higher education.

18) NMJC provides its students access to those learning resources and support services requisite for its degree programs.

All students, customers, and clientele of New Mexico Junior College have access to the learning resources, services, and activities of the college as a full-service institution of higher learning. A great variety of learning resources, services, and activities is available for all students. NMJC is committed to learning and service. The institution is student oriented and directed. Students are the college's "reason for being." New Mexico Junior College has a long history of customer orientation, both for enrolled students and citizens in the college's service region. NMJC also provides special programs and activities for students under various federal, state, and private grants, especially for nursing and minority students.

*** Finances**

19) NMJC has an external financial audit by a certified public accountant or a public audit agency at least every two years.

New Mexico Junior College has a public agency audit each year. In New Mexico all state agencies are audited under the authority and direction of the State Auditor's Office. The audit for 1993-94 was completed in the fall of 1994 by Baldwin, Marsh & Co., a regional CPA firm, working under the authority of the State Auditor's Office. This audit was reviewed and approved by the college Board at a regular meeting in November 1994. Each year the college's audit is reviewed by the Board, the New Mexico

State Department of Education, the State Auditor's Office, and the U.S. Department of Education. Once approved by the Board, the annual college audit is a public document and may be reviewed by the general public upon request.

20) NMJC's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

NMJC's financial documents, such as annual budgets, annual audit reports, *NMJC's Five-Year Strategic Rolling Plan, 1995-2000*, and other fiscal documents demonstrate appropriate allocation and utilization of resources to support the college's various educational and service programs. On the revenue side, NMJC has adequate sources of revenue to fund the college's present educational and service programs, as well as those projected over the next several years. The college's percentage of expenditures in the five instructional and general (I&G) categories of the operational budget are typical percentages of expenditures for two-year colleges in New Mexico and the southwestern states. The college has an excellent balance in its budget as it relates to revenue and expenditures, with a fund balance of approximately \$2,147,773 for the 1994-95 year. Over the years, the college has been evenhanded in funding the various programs and services of the college; however, the instructional sector and academic support have always been top priorities. During the 1993-94 collegiate year, the expenditure percentages for the five I&G budget categories are as follows (unrestricted only):

• Instruction	\$ 3,127,434	47.4%
• Academic Support	\$ 715,625	10.8%
• Student Services	\$ 615,463	9.3%
• Institutional Support	\$ 1,041,310	15.8%
• Plant & Maintenance	\$ <u>1,099,469</u>	<u>16.7%</u>
Total I&G Expenditures	\$ 6,599,301	100.0%

NMJC has also achieved an excellent balance between I&G expenditures (\$3,932 per FTE for 1993-94) and unrestricted I&G revenues (\$4,780 per FTE). The college is managing its available resources at a high level of competency.

21) NMJC's financial practices, records, and reports demonstrate fiscal viability.

NMJC's financial practices, records, and reports demonstrate fiscal viability and sound business and management practices and procedures. The college budget process and procedures, the annual financial statements and independent auditor's report, the annual review by the New Mexico Commission on Higher Education staff, and the operations of the college are also based on sound practices and procedures. NMJC is being phased into full state formula funding over a three-year period. The college is currently in the second year of this phase for implementing the formula. Full state level funding will greatly assist the college in maintaining fiscal viability as it moves into the future as a comprehensive community college with a full-service mission.

*** Public Information**

- 22) NMJC's catalogue or other documents include its mission statement along with accurate descriptions of 1) its educational programs and degree requirements, 2) its learning resources, 3) its admission policies and practices, 4) its academic and non-academic policies and procedures directly affecting students, 5) its changes and refund policies, and 6) the academic credentials of its faculty and administrators.**

NMJC's college catalogue, various curriculum guides and transfer manuals, student handbooks, student financial aid publications, counseling and guidance documents, and all the publications of the college reflect accurate descriptions of the college, its practices and procedures, and its mission and goals. The college makes a great effort to communicate with all its publics, customers, and clientele in an honest and straightforward manner. Accuracy, honesty, and integrity are trademarks of New Mexico Junior College.

- 23) NMJC accurately discloses its standing with accrediting bodies with which it is affiliated.**

New Mexico Junior College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (CIHE/NCA), the National League of Nursing (NLN), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and the National Automotive Technician Education Foundation (NATEF). These four accrediting agencies are listed in the college catalogue. The college also holds membership in several other national and regional associations. These professional affiliations are also listed in the college catalogue.

- 24) NMJC makes available upon request information that accurately describes its financial conditions.**

New Mexico Junior College is a public community college operating under the 1985 Community College Act in the state of New Mexico. As an institution of higher education in the state, the college reports to the New Mexico Commission on Higher Education concerning fiscal and capital outlay activities. College budgets and annual audit reports are considered public information in New Mexico. After approval by the NMJC Board, these documents are available to the general public upon request.

The membership of the institutional self-study steering committee has reviewed the general institutional requirements for New Mexico Junior College and believe that the college meets or exceeds all of these GIRs.

1 *Mission and Goals*

“The institution has clear and publicly stated purposes, consistent with its mission and appropriate to an institution of higher education.”

*** *NMJC's Mission Statement***

The mission of New Mexico Junior College is to provide a variety of quality, lifelong learning opportunities. The college provides opportunities for:

Individuals

- personal growth and development
- communication and critical thinking skills
- job/career entry skills development and/or upgrading
- transfer to other institutions
- professional development
- creative endeavors that enhance the quality of life

Communities

- community service
- community enrichment

Business and Industry

- manpower training
- professional and technical development
- specialized assistance and information where unique resources permit

As a full-service community college with an autonomous local board, NMJC's mission and goals are affected by many formal and informal influences.

*** *History of the Community College***

The American community college developed in four periods. In the first period, from about 1850 to 1900, the junior college concept was largely an ephemeral thought in the minds of a few leading American educators. During the second period, roughly 1900 to 1920, little attention was paid to adult and vocational/technical education or to community services or community development as we now understand them. The curriculum of the typical junior college was derived almost entirely from the freshman and sophomore years of the traditional liberal arts college or university. Vocational/technical, occupational/career, and adult education appeared during the third stage of junior college development, the period of diversification, from the 1920s to 1940s. Around 1948, the community service possibilities of the two-year college were beginning to be recognized. In 1948, in fact, the term “community college”

was first utilized in a presidential report on the future of higher education in the nation. Since then, the community college, in response to rapid social change, has begun to evolve into "the full-service community college".

A full-service community college is characterized by an integration of the college and the community to a much greater degree than can be found in the typical community college. Offering its facilities and resources to the community, it seeks to be a full-service institution. The full-service community college is an extension of the community both in terms of service and development. Community service in the community college is no longer just a collection of short courses and vocational and recreational activities. It is a process of leading the total community toward defining goals for itself in terms of services and development. The major question is: "What does a community need that a comprehensive community college can uniquely provide?"

A full-service community college's programming is of a reciprocal nature. It presupposes an increase of services from the college's service area to correspond with the increased services from the college to its community. The full-service institution is the educational broker of these programs, offerings, and activities. As an educational broker, it brings the college and the community together to make decisions affecting both parties, channels specialized competencies in both directions, coordinates the use of physical resources, conducts community studies and market research assisting with economic development, and fosters the widest variety of educational opportunities for the citizens of the college's service area.

Early in the maturing process of the two-year college, the full-service philosophy was not present, but it has been formulated due to rapid social change and public demand during the last forty years. Only in the past decade has the complete meaning of the concept of the full-service community college begun to evolve and develop.

*** *NMJC's History of Mission and Goals***

Since NMJC's first academic year, the statements of mission have changed to reflect the activities of a junior college and to indicate those needs served by a full-service community college. These changes have been made as the college has grown and has continually recognized and responded to the desires of those individuals who are its patrons and its reason for existence.

From 1966 through 1971, the objectives of New Mexico Junior College were as follows:

- 1) to provide freshman and sophomore courses for students who plan to transfer to senior colleges or universities,
- 2) to provide vocational/technical courses for students who wish to gain competence in employable skills and for employed workers who wish to upgrade their skills or move to another level of employment,
- 3) to provide general education courses for all students,
- 4) to provide adult education courses for those people who have passed the traditional age of attending high school, and
- 5) to provide a program of community service activities for the people of the district.

In 1973 objectives 1, 2, and 3 remained the same; however, 4 became “to provide continuing education courses for the people of the service area,” and 5 became “to provide a program of community service activities for the people of the service area.” These changes, particularly the changing of the term “district” to “service area,” reflected New Mexico Junior College’s recognition of the need to serve more people than the district encompassed. This broadening attitude also allowed an increase in the enrollment at the college.

In the catalogue of 1974-75, the tenth anniversary of the institution, the mission statement was as follows:

- 1) **College Transfer**—to provide freshman and sophomore courses for students who plan to transfer to senior colleges or universities. The college transfer curriculum is designed for parallel lower division courses offered in colleges and universities. These courses also meet the needs of pre-professional and technical students who wish to transfer to other institutions.
- 2) **Vocational/Technical**—to provide courses that serve students who wish to meet varying occupational objectives. These objectives may include: a) moving to another level of employment in the same field, b) preparing for entry into a vocational or technical career, c) transferring to other institutions for additional education, and d) exploring an interest or strengthening a general education background.
- 3) **General Education**—to provide general education courses for students. These courses are included in all sample courses of study and are required for the associate degrees offered by the institution. These general education courses may not pertain to a person’s major area of study but they contribute to overall educational and cultural growth. The general education courses offered at NMJC may be categorized as follows:
 - 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, laboratory science, or social science, and
 - those which the student is required to take to fulfill degree requirements, such as freshman English and freshman orientation.
- 4) **Community Service**—to provide a program of special service activities for the populace of the college service area. This is in keeping with the basic community/junior college concept of providing for specific educational needs of individuals and enterprises within the community. Some of the programs and activities included are: a) continuing education courses and activities, b) community use of the physical plant and its physical facilities, c) public affairs programs, d) research of community problems, e) community occupational surveys, and f) mutual aid for meeting college/community needs. The college also serves as an extension center for senior colleges and universities.

This new mission statement, which was widely amplified and broadened, indicated that New Mexico Junior College, the Board, and the faculty recognized the diverse needs of the service area and, through this statement, reflected a willingness to provide these services to the area.

In 1976 another section of the statement was added: **Student Services**—to provide a range of services to enhance and support the total college mission. These services promote the fulfillment of the physical, social, cultural, and general welfare needs of the student body.

The general education statement was made more succinct: **General Education**—to provide general education courses for students. These courses are included in all sample courses of study and are required for the associate degrees offered by the institution. Though the general education courses may not pertain directly to a person's major area of study, they contribute to the overall educational and cultural growth.

The community services statement was updated: **Community Service**—to provide a comprehensive program of special service activities for the populace of the college's service area. Community service activities are classified into the following major categories: 1) use of specialized competency, 2) use of physical resources, 3) participation in decision making, 4) formal studies and community research, 5) community participation, 6) public relations, 7) continuing lifelong education, and 8) general community services. The community service program of the college is a full-service activity directed toward the various publics, customers, and clientele served by the institution.

In 1979 the mission statement was changed to further reflect the acceptance of accountability and responsibility of the Board toward providing quality education, responsible staff, and support facilities. It also recognized the unique status of New Mexico Junior College as the only comprehensive community college in the state of New Mexico with a locally elected and autonomous board of control as provided in the 1963 Junior College Act.

The mission statement represents the way the institution chose to respond to societal needs, which resulted in the establishment of the institution. NMJC's mission statement is reviewed annually and revised as necessary to ensure that the institution continues to provide programs and services relevant to those who contribute to its support. The mission statement which follows was reviewed and brought up to date by the Mission, Goals, and Priorities Committee on January 12, 1983. This statement was also approved by the Board as the official mission and goals statement of the institution on August 17, 1983. The statement reads as follows:

The mission of New Mexico Junior College is to provide a variety of lifelong learning opportunities for the people of the service area. Taking into consideration the educational and cultural diversity of the population, as well as the needs of communities and business and industry, an appropriate array of high quality learning experiences will be offered throughout the service area insofar as resources will allow.

Individuals

- personal growth and development
- job/career entry skills development and/or upgrading
- transfer to other institutions
- professional development

Communities

- community service
- community enrichment

Business and Industry

- manpower training
- professional and technical development

New Mexico Junior College recognizes its unique status in New Mexico as the original institution of higher education created under the provisions of the 1963 Junior College Act. As a comprehensive community college with a locally elected and autonomous governing board, NMJC is aware of many formal and informal influences that affect the college in the accomplishment of its mission and goals. New Mexico Junior College is currently operating under the 1985 Community College Act.

In 1994 the mission statement was again updated, reviewed by the administration and faculty of the junior college, and approved by the NMJC Board on November 15, 1994. The 1994 mission statement reads as follows:

*** *NMJC Mission Statement***

The mission of New Mexico Junior College is to benefit society by providing a variety of lifelong learning opportunities for the people of its service area. Taking into consideration the ever changing educational and cultural diversity of the population, as well as the needs of communities, an appropriate array of learning and public service experiences will be offered throughout the service area insofar as resources allow.

Individuals

- personal growth and development
- remedial/developmental programs
- communication and critical thinking skills
- job/career entry skills development and/or upgrading
- transfer to other institutions
- professional development
- creative endeavors that enhance the quality of life

Communities

- community service
- community enrichment

Business and Industry

- manpower training
- professional and technical development
- specialized assistance and information where unique resources permit

New Mexico Junior College recognizes its unique status in New Mexico as the original junior college created under the provisions of the 1963 Junior College Act. As a comprehensive community college with a locally elected and autonomous governing board, NMJC is aware of many formal and informal influences that affect the college in the accomplishment of its mission and goals.

*** *NMJC Goals***

*** *NMJC Board***

The Board of New Mexico Junior College will carry out its legal responsibility by adopting policies governing instructional development; student development/welfare; staff development/welfare; community development, including business and industry; institutional accountability through research, planning and assessment; and management of the fiscal, personnel, and facility resources. The Board is committed to serving the various constituencies it represents by being informed about national, state, and local community college concepts; by setting the philosophical direction of NMJC; and by supporting the activities, services, and programs of the college.

*** *Instructional Programs***

New Mexico Junior College is committed to the concept of lifelong learning. Learning and support service experiences will be created in an attempt to serve the educational needs and wishes of the service area, including those who are educationally disadvantaged; those who are occupationally unskilled or underskilled; and those who desire avocational, recreational, or continuing education activities. College programs will be developed to address requirements for transfer, general education, job/career entry and upgrading, community services, and professional/technical development. These programs may include instructional programs, ranging from developmental through honors, personal development in assessing life and career goals, and alternative learning options, in addition to traditional instructional methods. The college will seek opportunities to cooperate with business and industry in developing manpower training programs.

*** *Support Services***

New Mexico Junior College is committed to providing a variety of support services. When feasible, NMJC will cooperate with individuals, groups, organizations, businesses, and agencies for the development and enhancement of support services which are available to the college and its service area.

*** *Staff***

NMJC is committed to employing and retaining highly qualified people who are trained and skilled in the area of their appointed responsibility, understand and support the basic characteristics of community college concepts, understand the demographics of the service area, and show a willingness to work in harmony and cooperation with others toward accomplishing the institutional mission.

*** *Facilities***

New Mexico Junior College is committed to providing facilities to support its mission throughout the service area to the extent resources permit. Support will be realized through construction and sharing of facilities. It is the intent of the college to make its facilities available to the service area public as scheduling allows.

*** *Planning***

New Mexico Junior College is committed to using systematic processes in planning for the future needs of the institution.

*** *Assessment***

NMJC uses an ongoing assessment process in evaluating the financial resources, programs, student academic achievement, support services, personnel, and facilities of the institution.

Goals are statements about specific directions an institution plans to emphasize from the broad mandate of the mission statement. Taken together, mission and goals constitute the long-range plan. Like its mission, NMJC's goals are reviewed annually to evaluate progress toward their achievement as well as their continuing relevance. Goals remain in effect until they are achieved, altered, or discarded as no longer relevant. Input is sought from the various publics and customers of the college.

*** *Final Statement***

The current long-term goals of the institution are presented in *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*. The institution has clear and publicly stated purposes consistent with its mission statement and goals, which are appropriate for an institution of higher education.

*** *Concerns, Strengths, and Recommendations***

Concerns:

- 1) The college must seek adequate, long-term, stable funding to continue the implementation of its expanded mission statement and goals.
- 2) It is of concern that the college maintain the resources (personnel, facilities, and instructional equipment) to adequately meet the requirements of the expanded mission statement and goals of the institution.
- 3) The college needs to review its mission statement more frequently.

Strengths:

- 1) The college's mission statement and goals are clear, publicly stated, and have the support of the community, the students, the Board, the faculty, the staff, and the administration.
- 2) The college's mission statement and goals
 - a) have evolved as the institution has grown from a transfer-oriented junior college to a full-service community college,
 - b) are reviewed by the administration and the board, in order to ascertain that the mission statement and goals are in harmony with the actions of the institution,
 - c) are compatible with the characteristics of a full-service community college,
 - d) are utilized by the college in the process of continuous institutional self-evaluation, and
 - e) have been modified over the years to better meet the needs of the institution's service area.
- 3) Planning and programming, and in some instances, the deletion of programs, are accomplished following the concepts listed in the mission statement and goals.

Recommendations:

- 1) The college will continue to monitor the revenue projections for the NMJC district.
- 2) The college will continue to seek sources for ongoing, stable funding for the college and its programs.
- 3) The college will continue implementing the mission of the college by interpreting to the faculty, staff, students, and citizens of the service area the mission; and introducing new and part-time employees to the mission of the college and orienting them to their role in the implementation process.
- 4) The college will continue a commitment to the implementation of the concepts of a full-service community college.
- 5) The college will continue to evaluate and update the mission statement and goals.
- 6) The college will continue to assess the changing needs of the college's service area, and modify the mission statement and goals of the college to meet these needs.
- 7) The college will continue to assess the impact of developmental studies on the institution.

“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

This chapter is organized into the areas of human resources; financial resources; physical resources; administration and governance; educational programs; support services for the community; support services for students; support services for educational programs; and concerns, strengths, and recommendations for improvement. Subheadings under these areas emerged as the criterion committees and the assessment task forces compiled their research for this status report.

✱ *Human Resources*

✱ *The Clientele*

The commitment of New Mexico Junior College to lifelong learning and to community development defines the clientele served by the college: 1) traditional full-time students; 2) part-time students—credit and non-credit; 3) children, adolescents, adults, and senior citizens; 4) members of community organizations; 5) area vocational high school, tech prep, and concurrent enrolled high school students; and 6) businesses and industries—virtually all members of the college service area. The business of NMJC is learning and service. The success of the institution in achieving its mission and goals is reflected in the clientele served by the college.

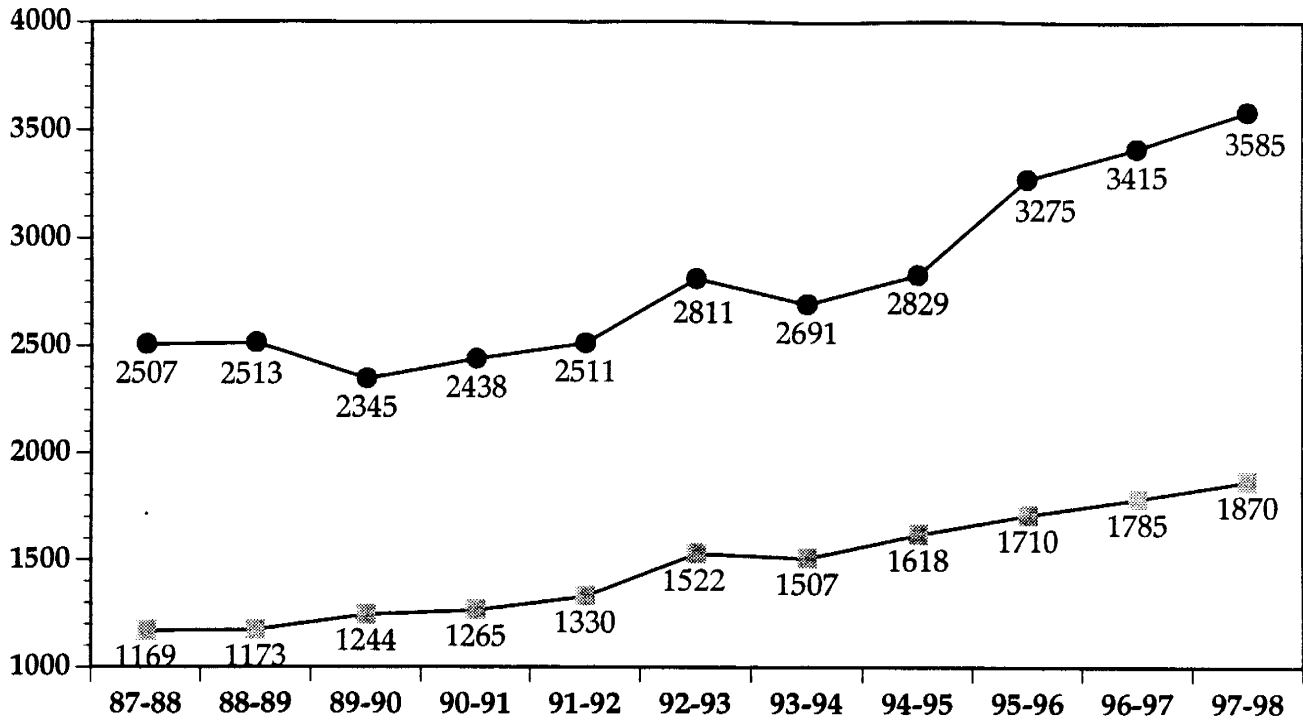
From fall 1987 to fall 1994, the headcount enrollment of students in credit courses increased from 2,507 to 2,829, an increase of 12.8 percent. Over the same period, the full-time equivalency (FTE) increased from 1,169 to 1,618, an increase of 38.4 percent. Unlike the previous evaluation period (1975-1985), where part-time students were credited for an enrollment increase, both part-time and full-time student enrollments have increased in the fall of 1989 to the fall of 1994. In the fall of 1989, part-time enrollment was 1,447 (61.7%). In the fall of 1994, enrollment peaked at 1,643 (58.1%), an increase of 13.5 percent. Similarly, full-time enrollment rose from 898 (38.3%) to 1,186 (41.9%), a 32.1 percent increase.

Over the years the increasing number of part-time and full-time students has contributed to an increase in average student load (ASL). In the fall of 1989, the ASL was 8.0 credit hours. In the fall of 1994, the ASL had risen to 8.6 credit hours. One area contributing to the increase in the average student load has been the additional full-time students in the college dormitories.

Other changes within NMJC's student population include an increase in the percentage of ethnic minority students. The Hispanic population has grown from 362 in the fall of 1989 to 710 in the fall of 1994, an increase of 96.1 percent. The Black population increased by 65.2 percent, from 69 students in the fall of 1989 to 114 in the fall of 1994. In the fall of 1989, the American Indian population was 10 and rose to 27 in the fall of 1994, an increase of 170.0 percent. The Caucasian student population has had the slightest increase of only 3.0 percent. In the fall of 1989, 19.9 percent of the student population was

New Mexico Junior College

Fall Semester Enrollment



NMJC's Fall Semester Full-time Equivalency

 NMJC's Fall Headcount Enrollment

Actual:

- 38.4% of Growth in Fall Semester FTE Students from 1987 to 1994.

Projected:

- 60.0% of Growth in Fall Semester FTE Students from 1987 to 1997.

composed of ethnic minority students; but five years later, in 1994, 30.9 percent were ethnic minorities during the fall semester and 31.4 percent were ethnic minorities for the 1995 spring semester. The ethnic minority student population of the college is projected to approximate the proportion of ethnic minorities reported in the 1990 census for Lea County, New Mexico, at 35.0 percent by the 1996-97 collegiate year. This most important trend will continue at the college. The significant increase in ethnic minorities at the college has been one of the major reasons for the continued growth of the institution as a full-service community college.

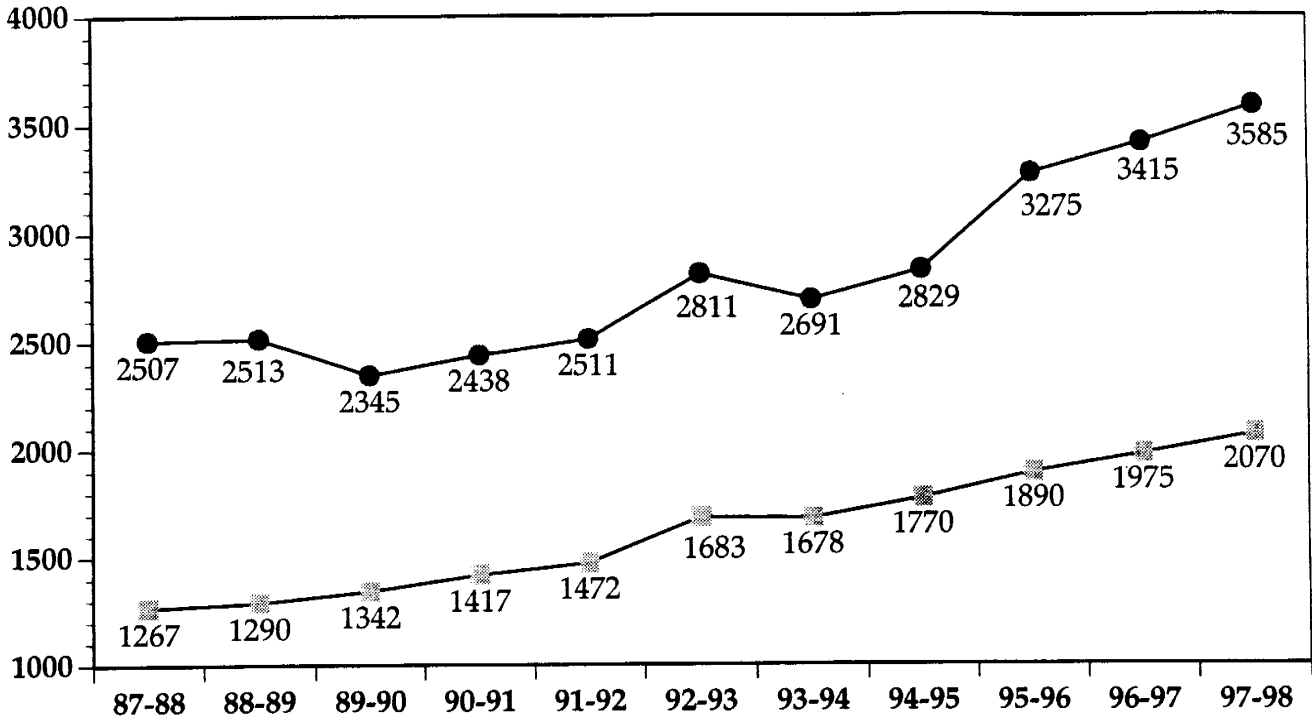
Another major factor in the growth of the credit enrollment has been the increase in the number of women. The female population of the college has increased from 60.2 percent to 64.9 percent. The male population has decreased in percentage value from 39.8 percent to 35.1 percent. Although the present percentage proportion of the male population has decreased, the absolute number has increased from 913 in the fall of 1989 to 1,025 in the fall of 1994, a percentage increase of 12.3 percent.

The academic skills and achievements of entering students have remained high despite enrollment increases, growth in concurrent enrollment offerings, and a greater variety of students now attending. NMJC's credit student characteristics were as follows for the 1994 fall semester:

- High School Graduates 88.0%
- General Education Diploma (GED) 12.0%
- College Transfer 62.0%
- Degree/Certificate Seeking 70.0%
- Plan to Complete B.S./B.A. 41.0%
- In-District 84.2%
- Out-of District (New Mexico) 6.4%
- Out-of-State 9.4%
- First-Time Students 32.7%
- Returning or Re-Admitted Students 67.3%
- Single Parents 23.8%
- First Generation College Students 82.2%
- Part-Time (11 credits or less) Students 58.1%
- Full-Time (12 credits or more) Students 41.9%
- Did Not Complete High School 10.9%
- Ethnic Minorities 30.9%
- Day Ratio 69.0%
- Evening Ratio 31.0%
- 17 to 21 Years of Age 40.2%
- 22 to 44 Years of Age 45.9%
- 45 to 60 Years of Age 10.0%
- Senior Citizens (61+) 2.6%
- 15 to 16 Years of Age 1.3%
- Median Age 28.9%

The above student characteristics are typical of a comprehensive full-service community college. New Mexico Junior College has attempted to reach out to the various publics, customers, and clientele of its service area to provide lifelong learning experiences and to provide a broad array of student services and activities for the citizens of Southeastern New Mexico and West Texas. A continued pattern of

New Mexico Junior College Enrollment



- NMJC's Entire Year Full-time Equivalency
- NMJC's Fall Headcount Enrollment

Actual:

- 38.9% of Growth in Yearly FTE Students from 1987-88 to 1994-95.

Projected:

- 63.4% of Growth in Yearly FTE Students from 19897-88 to 1997-98.

enrollment growth has emerged in recent years. NMJC's yearly FTE increased 19.6 percent over the 1991-92 collegiate year (1,472 to 1,760). This enrollment growth is projected to continue over the next five-year planning cycle (1995-2000) by 3.7 percent per year. NMJC has been averaging approximately 5.0 percent yearly full-time student equivalency enrollment growth over the past five years (actual: 24.4 percent of growth in yearly FTE students from 1989-90 to 1994-95).

Many believe these projections are too conservative because of the changing demographics and economic development activities in the college's service region. A major new prison complex with 800 employees is scheduled to be built near the college. The majority of enrollment increases reflects a changing student profile comprised of women and minorities, particularly GED graduates choosing to continue their higher education at New Mexico Junior College. An increased number of young students are enrolling at the college, especially those who are displaced, disadvantaged, and underprepared. These students are looking to NMJC for help in reaching their higher educational goals. All observations seem to indicate that this trend of increased enrollment and clientele diversity will continue. New Mexico Junior College is projecting 1,890 FTE students for the 1995-96 year and 2,000 FTE students for 1999-2000.

In summary, since 1989 the credit student enrollment has become younger with more full-time students and more females. More ethnic minorities are represented on campus than ever before. The use of interactive TV (ITV) has also increased, which is due in part to concurrent enrollment. New Mexico Junior College continues to view the non-credit student as a vital part of its service area clientele. The college with its full-service community college mission and goals tailors courses, programs, and activities to the needs and wishes of its people.

Virtually every citizen of the service area can be served through the various programs of the college. The numbers indicate that a high percentage do enroll and are served each year. During the 1989-90 academic year, 4,540 clientele enrolled in non-credit courses. In the 1993-94 academic year, the total enrollment was 5,700. During this period, the area vocational high school enrollment was changed from non-credit to concurrent enrollment, and there has been significant continued growth in ABE/GED and continuing education.

NMJC's most important human resource is its various publics, customers, and clientele served. The college is student services directed and oriented. The college's educational philosophy is commensurate with that of the community college and calls for the institution to evaluate students' entry level skills, counsel them into appropriate programs and courses of study, and assist them in attaining the highest possible level of educational achievement. In its thirty-year history, NMJC has served over 100,000 credit students and granted over 5,100 associate degrees and/or certificates.

*** *The Board***

The Board of New Mexico Junior College is composed of seven members elected by the registered voters of seven single-member districts within the NMJC District. While the Board is elected from single-member districts, traditionally, it consists of representatives from each of the four municipal school districts that compose the NMJC District. The Board determines the educational and financial policies of the college and provides for the execution of those policies by the employment of a chief executive officer. Upon recommendation by the president, the board employs other administrative, instructional, and support personnel and provides for the administration and management of NMJC. Board members

have traditionally represented a broad spectrum of service area publics, customers, and clientele. The present NMJC Board is representative of the public interest of the service region.

*** *The President***

The president has served since April 1988. Prior to his coming to New Mexico Junior College, he had over 20 years experience in administrative and teaching positions, primarily at community colleges. He is the first NMJC president to have served as president of a community college before becoming president at the college. He had served as president of two comprehensive community colleges in Texas before coming to NMJC. His previous chief executive community college experience has served the college well. The college has made significant progress as a full-service community college under the dynamic direction and leadership of the current president. His leadership style and positive approach to problem solving and decision making has greatly benefited the college and the various publics, customers, and clientele it is designed to serve. The president and his administrative team have made a major contribution to the success of New Mexico Junior College, especially in securing additional financial and physical plant resources for the college.

*** *The Staff***

New Mexico Junior College operates on a continuous planning, study, and self-evaluation framework which concentrates on the areas of teaching and learning, curriculum design and programs, personnel, student services and development, physical plant and instructional environment, and fiscal and budgetary functions. The institution's mission, goals, and priorities form the planning base for an ongoing quest for excellence in these areas.

Currently, personnel levels consist of 54 administrative/professional staff; 59 full-time teaching faculty; 53 part-time teaching faculty; 64 support personnel; and 3 part-time teaching and coaching personnel. The college employed 233 employees, with a full-time equivalency of 201.8 for the fall of 1994. During the fall of 1994, the teaching faculty was composed of 130 faculty members in the credit program (59 full-time; 15 professional staff teaching part-time; and 56 part-time, including 3 part-time teaching and coaching). The full-time equivalency faculty for the 1994 fall was 83.8. The following chart provides a graphic presentation of the growth of New Mexico Junior College's personnel from fall 1989 to fall 1994:

NMJC Personnel

Credit Programs Fall 1989—Fall 1994

	1	2	3	4	5	6
Administration	3	3.0	4	4.0		
Deans	3	3.0	4	4.0		
Professional Staff	27	27.0	46	46.0		
Total Staff	33	33.0	54	54.0	21.0	63.6%
Faculty: Full-time	51	56.3	59	69.6*	13.3	
Part-time	48	8.7	56	14.2	5.5	
Total Faculty	99	65.0	115	83.8**	18.8	28.9%
Support	52	52.0	64	64.0	12.0	23.1%
Grand Total	184	150.0	233	201.8	51.8	34.5%
Fall FTE Students		1,244.0		1,618.0	374.0	30.1%
FFTES/FFTES		8.3		8.0		

Key: 1 = Headcount—fall 1989

2 = Full-time equivalency—fall 1989

3 = Headcount—fall 1994

4 = Full-time equivalency—fall 1994

5 = Difference

6 = Percentage of increase

FFTES/FFTES=Full-time equivalency students/full-time equivalency staff

* Includes 59 full-time faculty plus 15 professional staff teaching part-time (74)

** Includes 59 full-time faculty, 15 professional staff teaching part-time, and 56 part-time faculty (130)

The faculty and staff at New Mexico Junior College have shown significant growth since the fall of 1989. In the fall of 1989, the college utilized 150.0 full-time equivalency personnel. In the fall of 1994, the college employed 201.8 full-time equivalency faculty and staff. This number reflects a 51.8 full-time equivalency increase or a 34.5 percent increase over the 1989 fall semester. During the fall of 1989, the college generated 1,244 FTE students, with 8.3 FTE students to one full-time equivalency faculty and staff ratio. In the fall of 1994, the college produced 1,618 FTE students, with 8.0 FTE students to one full-time equivalency faculty and staff ratio. This number represents a sound growth balance in utilization of personnel. NMJC utilized a planning model—Resource Requirements Prediction Model (RRPM)—which targeted a personnel utilization of one full-time equivalency personnel to 8.8 faculty and staff ratio. The greatest growth during the past five years has occurred in the professional staff category, with a 63.6 percentage of increase. This growth has been generated by several major grants. Most of this increase is restricted to funding professional staff positions related to one of the state or federal grants. For the 1994-95 year, NMJC utilized 201.8 full-time equivalency faculty and staff, with 100.8 full-time equivalency faculty for summer, fall, and spring. This means that approximately one-half of the full-time equivalency personnel used by the college is directly involved with teaching. The college generated 1,760 FTE students for the 1994-95 year, with a faculty student ratio of 1 to 17.5 and an average class size of 21.9, with the average full-time equivalency professor teaching 8.3 classes for the year. These numbers demonstrate good utilization of the human resources of the institution through the use of planning.

Through careful recruitment, New Mexico Junior College has maintained a faculty and staff diverse in both educational background and experience. The administration and professional staff (54) hold degrees from 19 colleges and universities in 11 states. The full-time teaching faculty (59) hold their highest academic degrees from 36 colleges and universities in 14 states. Twenty-nine (80.6%) of the colleges and universities are located west of the Mississippi River. Twelve colleges and universities are located in the state of Texas and seven of the universities and colleges are in New Mexico. Of the full-time teaching faculty, 24 (40.7%) received their highest degree from a New Mexico college or university. Fifteen (25.4%) of the full-time teaching faculty graduates received an associate degree from a community college.

College records on academic preparation indicate that 79.3 percent of the administrative and professional staff have a bachelor's or master's degree or above, with 37.7 percent holding a master's or doctorate degree. Of the full-time teaching faculty during the fall of 1994, 88.1 percent had a bachelor's, a master's or above, with 64.4 percent holding the master's or doctorate degree. Of the part-time teaching faculty during the fall of 1994, 73.2 percent held a bachelor's or graduate degree, and 34.0 percent had earned a master's or doctorate degree.

During the 1994 fall semester, 169 (79.9%) professional staff held bachelor's or graduate degrees from regionally accredited institutions of higher education, with 45.6 percent holding graduate degrees from regionally accredited colleges and universities. Twelve or 7.1 percent of the professional staff held a doctorate degree.

Over the past ten years, 95.5 percent of the NMJC full-time teaching faculty have received bachelor's or graduate degrees from regionally accredited institutions of higher learning. Over 70.0 percent of the faculty have received graduate degrees from regionally accredited institutions of higher education. Twenty-five or 9.4 percent have received the doctorate degree from regionally accredited institutions.

It is the policy of New Mexico Junior College to employ the best qualified personnel while fulfilling the intent of the federal guidelines for equal employment and affirmative action. Of the 130 teaching faculty during the 1994 fall semester, 53 were female (40.8%) and 77 (59.2%) were male; 117 are caucasian (90.0%), and 13 were members of ethnic minorities (8.5% Hispanic and 1.5% Asian). The age distribution of the teaching faculty includes 30 between 20-35 years of age (23.1%), 66 between 35-50 years of age (50.7%), and 34 between 50-65 years of age (26.2%). This age distribution provides for a bell-shape distribution, which the college attempts to maintain through its employment practices and planning procedures. NMJC is making a major effort to attract additional ethnic minorities and women to its teaching faculty, in both full-time and part-time capacities.

New Mexico Junior College has enhanced its teaching and learning services with part-time instructors who are paid on a per class basis rather than a contractual basis. The college has a substantial source of local and regional academic and technical talent, especially in the allied health field, engineering, business, accounting, police science and law enforcement, physical education and fitness, and various technical areas. Of the 130 faculty members teaching in the fall of 1994, 56 (43.1 percent) were part-time. These part-time faculty members generated 15.9 percent of the total student credit hours produced. The institution's quality control indicators target a full-time to part-time instructional mix of no more than 20 percent part-time to 80 percent full-time in total student credit hours generated. Fifty to sixty part-time instructors are used each year in the credit program.

Three other areas of personnel resources must be noted: 1) part-time, non-credit Adult Basic Education (ABE), English as a Second Language (ESL), and General Education Diploma (GED) faculty; 2) part-time, non-credit continuing education faculty, and 3) student employees. The active list of ABE/ESL/GED instructors numbers twenty-three working at fifteen ABE instructional operations throughout Lea County serving 2,698 students during the 1993-94 year.

The continuing education program at NMJC utilizes approximately 85 part-time instructors each year serving 2,772 community development clientele during the 1993-94 year. Student employment is budgeted at \$204,947. At the student rate of \$4.25 per hour, \$204,947 represents approximately 48,200 hours of work for the college and demonstrates the college's commitment to student development inside and outside the classroom environment. This commitment to student employment at the college represents approximately 23 yearly full-time equivalency employees (23.2 FTEE).

Funding Source	Current Unrestricted	FTE	Current Restricted	FTE	Total	FTE
Institutional Work Study	\$ 61,000	6.90	\$ 0	0.00	\$ 61,000	6.90
Edith Search Work Study	\$ 0	0.00	\$ 18,000	2.04	\$ 18,000	2.04
State Work Study	\$ 20,000	2.26	\$ 80,000	9.05	\$ 100,000	11.31
Federal Work Study	\$ 6,487	0.73	\$ 19,460	2.20	\$ 25,947	2.93
Totals	\$ 87,487	9.89	\$117,460	13.29	\$ 204,947	23.18

NMJC supports professional staff and faculty in consulting activities on local, state, regional, and national levels. Members of the college staff regularly serve as consultants or as presenters at conferences, indicating widely held respect for their talents. Present policy provides for one consultant day per month of service per year.

The support staff is composed of 35 secretarial, 18 plant and maintenance, 8 plant and grounds, and 3 security. Of the support staff in the fall of 1994, 26 were in the instructional and student services sector, 26 were in plant and operations and maintenance, 5 in the business office, 3 in security, and 4 in the administrative offices. The staff additions in plant operations and maintenance have been due to the increase in floor space and the upgrading of equipment in the utility operations. The increase in the support staff in the instructional and especially the student services area has been due primarily to increases in state and federal grant funding. The small business center and waste control projects are also due to partnership and funding grants provided by state and federal agencies.

The 64 members of the support staff make a major contribution to the success of NMJC as a comprehensive community college. The support staff is evaluated much the same as the professional staff, and these employees are encouraged to discover and engage in academic and personnel growth opportunities by attending classes, particularly in computer science and other high technology fields.

The NMJC staff, including the ten percent who live in communities outside Hobbs, is involved in such community-based activities as chambers of commerce, service clubs, scouting, sports, economic development projects, promotional and public relations activities, and the fine and applied arts. The faculty and staff are committed to the community-based philosophy of the full-service community college. The college provides human resources and talents to the community, and the service area provides talents and human resources to the full-service community college. This "two-way street" concept is basic to the community college philosophy.

New Mexico Junior College has both contract and non-contract personnel. The professional staff and faculty are under a year-to-year contract. Part-time credit faculty, certain non-credit faculty, and support staff are not under a written contract. The professional staff has written contracts, which includes the *Professional Employee Handbook* and position descriptions as part of the official contract. The support staff receives a letter indicating an annual salary and a copy of the *Support/Maintenance Employee Handbook*.

The employment procedures are designed to secure the best personnel possible and fulfill the intent of the federal guidelines for equal opportunity and affirmative action. The professional faculty staff positions are advertised locally, regionally, and nationally (*Chronicle of Higher Education*). Locally the advertisements are run for ten days. Position announcements are advertised regionally to both community colleges and universities and colleges, (approximately 100) placement offices, and academic/subject-matter departments and schools. Also position announcements are listed with the graduate schools at major colleges/universities in the region. When employing faculty, the following procedures are generally recommended. A search/ screening committee of several members is formed, consisting of a dean, select faculty members from the specific disciplines, and the vice president for instruction. The appropriate dean serves as the chair for the search/screening committee. Each member receives a procedures/outline prior to the interviewing of the candidates for the position. Each member also receives a rating form for each candidate. Generally, the steps followed by each member of the

search/screening committee are as follows: 1) review the applications/resumes; 2) recommend candidates to the dean; 3) narrow search to three or four candidates; 4) check references; and 5) schedule top candidates for interviews. The interviews are conducted as follows: 1) interview begins at 8:00 a.m.; 2) candidate meets with appropriate dean; 3) candidate meets with each committee member individually; 4) candidate has lunch with dean and two or three committee members; and 5) candidate meets with entire search/screening committee where members can ask questions and candidate can ask questions.

When the above procedures have been completed, the appropriate dean meets again with the candidate. The candidate is then taken to the human resources office to ask questions related to the benefits, pay scale, and other personnel matters. The search/screening committee meets again to discuss strengths and concerns of the candidate, keeping a record of the individual ratings for each candidate. Once all candidates have been interviewed, recommendations are made to the vice president for instruction, to the president, and to the Board. The Board is the only entity that can approve or disapprove personnel for employment. According to the Community College Act, the president must recommend and the Board must approve of a faculty or staff member to be employed at NMJC. The Board approves support positions, part-time credit and non-credit faculty, and student employees when they approve the annual institutional budget upon the recommendation of the president. To assure quality instruction for the college clientele, part-time credit faculty are selected in much the same way as full-time staff. They are employed by virtue of their professional credentials and teaching experience. Part-time credit and non-credit instructors are evaluated through student evaluations and classroom visitations. New Mexico Junior College has successfully recruited, selected, and retained quality employees.

NMJC's commitment to in-service is unique. The college devotes seven days a year to in-service activities, which involve the entire faculty and staff. These in-service days are included in the 170 contract service days for nine-month teaching personnel. In August, at the beginning of the academic year, three days are devoted to workshops and training. At this time, the mission and goals of the college and the institutional purposes for the year (as listed in *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*) are emphasized. Other in-service activities include motivation, team building, skill development, human relations, governance and administration, NCA/CIHE self-study, assessment and planning, and institutional evaluation and performance review. In October two days are devoted to in-service training. Topics include teaching and learning activities; student services and student development; assessment plans; NCA/CIHE accreditation activities; and personnel development, especially in interactive TV instruction and utilization of computer technology. In February one day is set aside for staff development. Typically, this day involves group activities oriented toward team building, assessment, planning, and skill building in specific areas, especially as they relate to teaching and learning. The remaining day has become an open day for individual staff members to plan personal development. A faculty and staff committee serves as an advisory group to the administration in planning the annual in-service activities for the year.

New Mexico Junior College has provided good salaries over the years to its faculty and staff. Comparisons with similar institutions in the mountain states region and New Mexico show the college ranks in a competitive position with other two-year colleges in relation to salaries. [See *Salary Study of a Selective Sample of Two-Year Colleges, 1994-95*.] The average full-time faculty contract salary is \$33,098, which ranks in the top 50 percentile of a select group of two-year colleges from New Mexico and the mountain states region. The median salary for this group of two-year colleges is \$32,680, with an average for the 26 two-year institutions of \$32,901 for a nine-month contract. The highest nine-month

contract at NMJC for the 1994-95 academic year was \$42,456 and the lowest was \$23,957 for full-time teaching faculty. The average salary for teaching faculty remains higher than for other two-year colleges in New Mexico and higher than other two-year colleges surveyed in the mountain states region.

New Mexico Junior College has provided average growth in salaries for all personnel classifications. Over the past five years, NMJC's average percentage of salary increase has been 4.9 percent. In 1989-90 the increase for salaries was 7.0 percent, and for 1994-95, the increase was 4.5 percent. The teaching faculty salary average of \$33,098 for the academic year 1994-95 was augmented by summer school pay (\$4,100 average), overload pay (fall \$930 average and spring \$1,475 average), and community development classes, and other salary expense, such as department chairs, coaching, choral, music, and drama direction (\$2,254 average). NMJC calculates overload pay based on a per class basis for teaching and mixed salaries for coaching, chairs, and direction. The average 1995-96 contract salary for nine-month teaching, without summer overloads, has been projected as \$34,250.

The full-time teaching faculty, the part-time teaching faculty, and the full-time support staff are paid according to salary schedules approved by the Board each year upon recommendation by the president. As personnel policy is revised by the Board, it becomes a part of the handbook and is an integral part of the professional contract for professional faculty and staff. Revisions are reviewed and changes are made prior to the issuing of contracts each year. The *Professional Employee Handbook* and the *Support/Maintenance Employee Handbook* are reviewed and revised each year.

The overall personnel policies of NMJC support personnel growth professionally, personally, and financially. Such growth is one factor in meeting the mission and goals of the college in providing a full-service community college in Lea County. The college leadership has created a positive environment in which all personnel, student employees, support, teaching, (both credit and non-credit, full-time and part-time), administration and professional staff, and all other personnel at the college can practice their profession or career in the most positive, creative, and stress-free atmosphere possible. The human resources of the college are its most important resource. The college is people oriented and service directed. The various publics, customers, and clientele of the college are the most significant resources of NMJC as an institution of higher education.



Fiscal Resources

*** I&G Revenues**

New Mexico Junior College has experienced numerous challenges over the last five years in management of its fiscal resources, as revenue patterns have constantly changed with the local economic climate of Southeastern New Mexico. Funding issues continue to be a major focus for the college in its effort to provide stability to fiscal resources. A high priority has been placed on achieving full funding under the state formula.

Prior to 1994-95, NMJC received approximately 30.0 percent of its I&G funding from direct state appropriations, as compared to the New Mexico two-year independent institution average at that time of 52.0 percent. By not being on the state's funding formula, NMJC experienced uncertainty in meeting the fiscal demands of rapidly increasing enrollments coupled with the downturn in local oil and gas revenues. However, beginning with the 1994-95 fiscal year, the college was placed on the state funding formula at a one-third phase-in over a three-year period. This phase-in contributed to a \$973,200 increase in state funding from the previous 1993-94 fiscal year. For the 1995-96 fiscal year, the college received approval for state funding in the amount of two-thirds of the formula calculation, resulting in an additional \$970,200 from the previous fiscal year.

As reflected on Table I, the I&G revenue base is heavily dependent upon local ad valorem taxes which are assessed on residential and non-residential property values and oil and gas production within the NMJC district. In 1994-95 local ad valorem tax revenues comprised 46.0 percent of the unrestricted I&G revenues. Historically, oil prices have fluctuated greatly over short time periods but generally have remained stable over the last five years, even though production continues to decrease. Gas prices have increased significantly during this time along with the production volume of natural gas. This increase in gas prices and production has helped to offset the decline in oil production. In 1990 oil production comprised approximately 72.0 percent of the college's total oil and gas revenues; however, with the shifting of the industry's priorities to gas production, only 58.0 percent of total oil and gas revenues was derived from oil production in the 1994-95 fiscal year. Even with the changing production mix, total oil and gas tax revenues are anticipated to be stable for the next five years.

Overall assessed property values within the NMJC district have declined over the last five years (Table VI). As a result, the New Mexico Commission on Higher Education (CHE) will increase the local millage to approximately five mills in the 1995-96 fiscal year, the maximum allowed by New Mexico law for community colleges. Although property values increased slightly last year, they have not completely recovered from the downsizing of the oil and gas industry. It is anticipated that property values will increase slightly over the next two or three years, which may result in the Board giving consideration to voluntarily lowering the millage rate to local taxpayers.

NEW MEXICO JUNIOR COLLEGE

TABLE I

Analysis of Unrestricted Revenues

Five-year History and Five-year Projections

ACTUAL

UNRESTRICTED REVENUES	1989-90		1990-91		1991-92		1992-93		1993-94	
Instruction and general										
Student tuition and fees	\$769,668	11.61%	\$838,519	11.15%	\$779,565	11.16%	\$1,017,025	13.80%	\$1,170,356	14.59%
State appropriations	\$839,000	12.66%	\$1,445,100	19.22%	\$1,581,540	22.64%	\$1,672,036	22.69%	\$2,348,100	29.27%
Local regular levy	\$4,480,111	67.60%	\$4,884,820	64.96%	\$4,466,667	63.94%	\$4,520,656	61.35%	\$4,224,195	52.67%
Federal govt grants and contracts	\$7,981	0.12%	\$37,067	0.49%	\$0	0.00%	\$60,964	0.83%	\$56,261	0.70%
Local govt grants and contracts	\$54,567	0.82%	\$81,065	1.08%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Private gifts, grants and contracts	\$49,287	0.74%	\$27,118	0.36%	\$29,892	0.43%	\$15,288	0.21%	\$19,111	0.24%
Interest	\$76,344	1.15%	\$127,486	1.70%	\$58,528	0.84%	\$36,851	0.50%	\$36,239	0.45%
Other	\$350,325	5.29%	\$78,130	1.04%	\$69,053	0.99%	\$46,203	0.63%	\$166,578	2.08%
Total instruction and general	\$6,627,283	100.00%	\$7,519,305	100.00%	\$6,985,245	100.00%	\$7,369,023	100.00%	\$8,020,840	100.00%
Student activities	\$19,182		\$8,884		\$23,784		\$26,326		\$25,634	
Student aid	\$0		\$0		\$0		\$0		\$0	
Internal service departments	\$0		\$0		\$0		\$0		\$12,290	
Intercollegiate athletics	\$13,113		\$32,223		\$33,977		\$32,306		\$34,754	
Auxiliary enterprises	\$386,420		\$515,981		\$868,577		\$938,896		\$1,043,256	
TOTAL UNRESTRICTED REVENUES	\$7,045,998		\$8,076,393		\$7,911,583		\$8,366,551		\$9,136,774	

FTE STUDENTS	1,342	1,417	1,472	1,683	1,678
I&G REVENUE PER FTE STUDENT	\$4,938	\$5,306	\$4,745	\$4,379	\$4,780

Assumptions / Comments:

1. The College will receive formula funding at the phase-in rate of 2/3 in the 1995-96 fiscal year and 3/3 in the 1996-97 fiscal year.
2. Tuition and fee revenues will be a less significant portion of the College's revenue base as alternative funding sources are identified.
3. Oil and gas prices and production as well as the Lea County district valuation will stabilize and experience only a slight increase over the next four years.
4. The NMJC District millage rate will remain at 5 mills.
5. Revenues from federal and state grants will increase.
6. Interest rates will continue to increase.

REVISED BUDGET PROJECTED

1994-95		1995-96		1996-97		1997-98		1998-99	
\$1,347,200	15.13%	\$1,349,500	13.67%	\$1,410,000	11.34%	\$1,477,000	11.01%	\$1,392,000	9.86%
\$3,321,300	37.30%	\$4,291,500	43.48%	\$6,615,000	53.18%	\$7,505,000	55.96%	\$8,280,000	58.65%
\$4,100,000	46.04%	\$4,069,000	41.23%	\$4,200,000	33.76%	\$4,200,000	31.32%	\$4,200,000	29.75%
\$18,000	0.20%	\$18,000	0.18%	\$22,000	0.18%	\$25,000	0.19%	\$30,000	0.21%
\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%
\$5,800	0.07%	\$16,000	0.16%	\$30,000	0.24%	\$35,000	0.26%	\$40,000	0.28%
\$70,000	0.79%	\$70,000	0.71%	\$80,000	0.64%	\$85,000	0.63%	\$90,000	0.64%
\$42,800	0.48%	\$55,200	0.56%	\$82,000	0.66%	\$84,000	0.63%	\$85,000	0.60%
\$8,905,100	100.00%	\$9,869,200	100.00%	\$12,439,000	100.00%	\$13,411,000	100.00%	\$14,117,000	100.00%
\$25,700		\$43,700		\$47,000		\$49,000		\$52,000	
\$0		\$0		\$0		\$0		\$0	
\$10,200		\$12,000		\$16,000		\$16,000		\$16,000	
\$36,000		\$36,800		\$40,000		\$42,000		\$42,000	
\$1,264,900		\$1,421,500		\$1,500,000		\$1,550,000		\$1,600,000	
\$10,241,900		\$11,383,200		\$14,042,000		\$15,068,000		\$15,827,000	

1,760	1,890	1,975	2,070	1,950
\$5,060	\$5,222	\$6,298	\$6,479	\$7,239

NEW MEXICO JUNIOR COLLEGE

TABLE II

Analysis of Unrestricted Expenditures, Transfers and Fund Balances Five-year History and Five-year Projections

ACTUAL

UNRESTRICTED EXPENDITURES / TRANSFERS	1989-90		1990-91		1991-92		1992-93	
Instruction and general								
Instruction	\$3,097,192	56.88%	\$2,869,455	50.24%	\$2,886,392	48.14%	\$2,859,866	49.35%
Academic support	\$402,758	7.40%	\$550,354	9.63%	\$608,776	10.15%	\$685,982	11.84%
Student services	\$490,236	9.00%	\$517,864	9.07%	\$568,224	9.48%	\$502,783	8.68%
Institutional support	\$588,326	10.81%	\$789,164	13.82%	\$871,826	14.54%	\$784,423	13.54%
Operation & maint. of plant	\$866,317	15.91%	\$985,216	17.25%	\$1,060,208	17.68%	\$962,275	16.60%
Total instruction and general	\$5,444,829	100.00%	\$5,712,053	100.00%	\$5,995,426	100.00%	\$5,795,329	100.00%
Student activities	\$57,435		\$81,628		\$78,342		\$70,845	
Research	\$0		\$0		\$0		\$0	
Internal service departments	\$15,926		\$214,075		\$444,820		\$431,041	
Student aid	\$165,602		\$13,351		\$0		\$26,495	
Public service	\$0		\$0		\$17,450		\$16,347	
Intercollegiate athletics	\$277,651		\$346,334		\$371,001		\$332,152	
Auxiliary enterprises	\$472,252		\$483,437		\$622,934		\$604,822	
TOTAL EXPENDITURES	\$6,433,695		\$6,850,878		\$7,529,973		\$7,277,031	
Transfers to:								
Plant fund - nonmandatory	\$246,313		\$330,000		\$676,339		\$473,000	
Debt service - mandatory	\$0		\$9,252		\$280,524		\$262,006	
Debt service - nonmandatory	\$0		\$0		\$0		\$0	
Other funds	\$0		\$135,353		(\$7,916)		\$0	
Total transfers	\$246,313		\$474,605		\$948,947		\$735,006	
TOTAL UNRESTRICTED EXPENDITURES AND TRANSFERS	\$6,680,008		\$7,325,483		\$8,478,920		\$8,012,037	

FTE STUDENTS	1,342	1,417	1,472	1,683
TOTAL I&G COST PER FTE STUDENT	\$4,057	\$4,031	\$4,073	\$3,443
ENDING FUND BALANCES	\$1,606,337	\$2,204,317	\$1,624,067	\$1,978,581

Assumptions / Comments:

1. The College will receive formula funding at the phase-in rate of 2/3 in the 1995-96 fiscal year and 3/3 in the 1996-97 fiscal year.
2. The Transportation Training Center will be operational beginning in the 1998-99 fiscal year.
3. In the 1995-96 fiscal year, \$600,000 will be expended from the College's reserves for Heidel Hall addition equipment and furnishings.
4. Beginning in 1995-96, the College will accelerate principal payments on the dormitory revenue bonds at the rate of \$50,000 per year.

REVISED BUDGET PROJECTED

1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
\$3,127,434	47.39%	\$3,771,905	48.81%	\$4,720,306	53.14%	\$5,500,000	52.13%	\$5,850,000	51.27%	\$6,200,000	51.41%
\$715,625	10.84%	\$816,817	10.57%	\$698,439	7.86%	\$850,000	8.06%	\$1,000,000	8.76%	\$1,060,000	8.79%
\$615,463	9.33%	\$683,001	8.84%	\$710,893	8.00%	\$1,095,000	10.38%	\$1,115,000	9.77%	\$1,200,000	9.95%
\$1,041,310	15.78%	\$1,191,791	15.42%	\$1,373,428	15.46%	\$1,473,000	13.96%	\$1,638,000	14.36%	\$1,700,000	14.10%
\$1,099,469	16.66%	\$1,263,699	16.35%	\$1,380,119	15.54%	\$1,633,000	15.48%	\$1,807,000	15.84%	\$1,900,000	15.75%
\$6,599,301	100.00%	\$7,727,213	100.00%	\$8,883,185	100.00%	\$10,551,000	100.00%	\$11,410,000	100.00%	\$12,060,000	100.00%
\$68,547		\$73,786		\$121,610		\$150,000		\$165,000		\$170,000	
\$0		\$0		\$0		\$0		\$0		\$0	
\$371,164		\$405,036		\$446,042		\$477,000		\$489,000		\$500,000	
\$27,333		\$24,000		\$48,230		\$41,000		\$43,000		\$46,000	
\$0		\$0		\$0		\$0		\$0		\$0	
\$367,205		\$414,926		\$445,157		\$475,000		\$489,000		\$502,000	
\$702,148		\$989,838		\$1,020,767		\$1,077,000		\$1,100,000		\$1,122,000	
\$8,135,696		\$9,633,999		\$10,964,991		\$12,771,000		\$13,696,000		\$14,400,000	
\$439,847		\$287,000		\$439,547		\$600,000		\$700,000		\$750,000	
\$264,422		\$273,932		\$267,653		\$311,000		\$307,000		\$307,000	
\$0		\$0		\$0		\$75,000		\$75,000		\$75,000	
\$0		\$168,531		\$0		\$0		\$0		\$0	
\$704,269		\$729,463		\$707,200		\$986,000		\$1,082,000		\$1,132,000	
\$8,839,967		\$10,363,462		\$11,672,191		\$13,757,000		\$14,778,000		\$15,532,000	
1,678		1,760		1,890		1,975		2,070		1,950	
\$3,933		\$4,390		\$4,700		\$5,342		\$5,512		\$6,185	
\$2,269,335		\$2,147,773		\$1,858,782		\$2,143,782		\$2,433,782		\$2,728,782	

5. The College will continue to replenish reserves from the IRC fees collected at the following rates:
1995-96: \$30,000; 1996-97: \$35,000; 1997-98: \$40,000; 1998-99: \$45,000.
6. The College will set aside funds to build up reserves at the following rates per year:
1996-97: \$250,000; 1997-98: \$250,000; 1998-99: \$250,000.
7. The College borrowed \$150,000 from the NMJC Foundation in the 1994-95 fiscal year for construction of golfing facilities to be repaid over a five-year period beginning in the 1995-96 fiscal year.
8. Note: Certain prior period adjustments were made to fund balances on the audited financial statements which are not included in current expenditures and transfers on this schedule.

NEW MEXICO JUNIOR COLLEGE
TABLE III
Lea County Oil & Gas Production Values

The following is a summary of Lea County oil and gas production values generating advalorem tax revenues for NMJC.

Note: The figures below include Jal, which is not part of the NMJC district.

Calendar Year	Gross Oil Production Value	Avg. Price per bbl	Gross Gas Production Value	Avg. Price per mcf	Combined Oil and Gas Production Value
1989	\$857,067,208	\$17.72	\$336,095,209	\$1.49	\$1,193,162,417
1990	\$1,028,975,000	\$22.14	\$390,537,000	\$1.64	\$1,419,512,000
1991	\$839,606,923	\$18.92	\$365,056,965	\$1.51	\$1,204,663,888
1992	\$770,600,988	\$18.24	\$397,402,100	\$1.63	\$1,168,003,088
1993	\$672,740,936	\$15.78	\$453,759,040	\$1.86	\$1,126,499,976
1994	\$614,632,382	\$15.02	\$383,397,446	\$1.67	\$998,029,828
<i>Projected:</i>					
1995	\$634,000,000	\$15.75	\$340,000,000	\$1.45	\$974,000,000
1996	\$645,000,000	\$16.00	\$352,000,000	\$1.50	\$997,000,000
1997	\$657,000,000	\$16.30	\$369,000,000	\$1.57	\$1,026,000,000
1998	\$657,000,000	\$16.30	\$369,000,000	\$1.57	\$1,026,000,000

Source: New Mexico Taxation & Revenue Department, Oil & Gas Reporting Division

New Mexico Junior College
TABLE IV
New Mexico Commission on Higher Education
Comparative I&G Costs per FTE for Two-Year Institutions
Fiscal Year 1994-95

Institution	Entire Year FTE	Instruction Budget	Percent I&G	Total I&G Budget	\$Per/FTE
Branch Colleges:					
ENMU Roswell	1,519	\$4,107,200	53.3%	\$7,710,700	\$5,076
NMSU Alamogordo	1,272	\$3,260,000	59.3%	\$5,501,900	\$4,325
NMSU Carlsbad	723	\$2,185,100	60.8%	\$3,592,400	\$4,969
NMSU Dona Ana	1,941	\$5,210,000	62.7%	\$8,315,600	\$4,283
NMSU Grants	358	\$809,600	41.7%	\$1,943,300	\$5,428
UNM Gallup	1,506	\$3,796,600	56.2%	\$6,754,300	\$4,485
UNM Los Alamos	430	\$939,400	45.6%	\$2,061,800	\$4,795
UNM Valencia	828	\$1,717,800	47.7%	\$3,600,100	\$3,348
Total Branches	8,577	\$22,025,700	55.8%	\$39,480,100	\$4,603
Independent Colleges:					
Albuquerque T-VI	9,498	\$23,002,000	53.8%	\$42,779,500	\$4,504
Clovis—CC	1,723	\$3,810,000	51.1%	\$7,450,000	\$4,324
Luna—V-TI	724	\$2,571,000	41.5%	\$6,192,000	\$8,552
Mesa—V-TI	203	\$1,253,200	48.8%	\$2,566,300	\$12,642
NMJC	1,760	\$3,771,905	48.8%	\$7,727,213	\$4,390
Northern NMCC	1,049	\$2,683,700	41.7%	\$6,430,100	\$6,130
San Juan College	2,274	\$5,506,300	44.3%	\$12,425,200	\$5,464
Santa Fe CC	1,317	\$4,712,400	45.6%	\$10,338,000	\$7,850
Total Independent Colleges	18,548	\$47,310,505	49.3%	\$95,908,313	\$5,171
<hr/>					
Grand Total	27,125	\$69,336,205	51.2%	\$135,388,413	\$4,991
<hr/>					
Total Higher Education	68,208	\$245,792,500	54.3%	\$452,296,800	\$6,631
Two-Year College %	39.8%	28.2%		29.9%	75.3%

NOTE: Entire year FTEs are actuals for 1993-94. NMJC's entire year FTE is for 1994-95.
Source: New Mexico Commission on Higher Education.

New Mexico Junior College
TABLE V
NACUBO Comparative Financial Statistics
Fiscal Year 1993 Peer Groups
Expenditures as a Percentage of Total I&G Expenditures
Expenditures as a Percentage of I&G Expenditures

	National Sample N = 516	Single College District 1,000 to 2,499 FTE N = 186	NMJC 1994-95 N = 1
Expenditures by Function	Median	Median	Actual
Academic Expenditures:	61.2%	60.8%	59.4%
Instruction*	51.6%	51.6%	48.8%
Credit Instruction	48.4%	47.8%	47.7%
Non-Credit Instruction	0.6%	0.2%	1.1%
Academic Support	8.5%	7.9%	10.6%
Support Expenditures:	36.0%	36.0%	40.6%
Student Services	10.0%	9.8%	8.8%
Institutional Support	14.9%	15.4%	15.4%
Plant Operation & Maintenance	10.1%	9.8%	16.4%
Utilities Expenditures	2.8%	2.8%	3.0%
Plant O&M Without Utilities	7.2%	6.9%	13.4%
Scholarships & Fellowships:	2.3%	2.9%	**
Total	99.5%	99.7%	100.0%

*Includes Research and Public Service.

**Not included in I&G budget in New Mexico (approximately 40 percent of the unduplicated students (4,253) from the 1994-95 year received financial aid which totaled \$3,701,954).

Comment: The statistics in this report are medians for the entire sample of 516 two-year colleges, excluding unusable or blank responses for specific data elements. The median represents the value that will split the group of colleges in half for a given statistic: one-half of the colleges will be above the median while one-half will be below. For that reason, the "median college" is different for each statistic, and consequently the proportions may not add to 100 percent. NMJC's expenditures by function are the actual percentages and not median values.

Source: National Association of College and University Business Officers (NACUBO) Comparative Financial Statistics for Public Two-Year Colleges FY 1993 Peer Group Page 149.

Tuition and fee revenues currently comprise approximately 15.1 percent of the college's I&G revenues. Those revenues continue to grow with increases in enrollment and the implementation of user fees developed to provide additional services (Table I). In the 1992-93 fiscal year, NMJC increased its in-district tuition rate from \$15 to \$19 per credit hour. An Instructional Resource Center (IRC) usage fee was also implemented to provide a vehicle for computerizing the college library operations and providing state-of-art equipment for information technology. With the district's large contribution to revenues via the assessed millage, the NMJC Board is sensitive to providing a tuition and fee structure to generate additional revenues wherever possible, while still maintaining one of the lowest tuition rates among two-year institutions in New Mexico. However, as enrollments and instructional space needs continue to increase, consideration needs to be given to additional tuition increases over the next five years.

✱ *I&G Expenditures*

Over the past five years, NMJC's I&G expenditures have increased 41.9 percent to \$7,727,213 in the 1994-95 fiscal year, resulting in a \$4,390 cost per FTE (Table II). Table IV reflects 1994-95 comparative I&G costs per FTE compiled by the New Mexico CHE for independent two-year institutions. The CHE calculation of \$4,472 per FTE represents a higher figure than the calculation of \$4,390 per FTE as the CHE calculation utilizes actual enrollments from two years ago (1992-93). However, Table IV demonstrates that compared to its peer group in the state, NMJC has one of the lowest I&G costs per FTE.

Of the total I&G budget, NMJC allocates approximately 50 percent to instructional programs and 50 percent to general programs. As reflected in Table IV, these percentages are comparable with the averages of other New Mexico two-year educational institutions. When comparing New Mexico Junior College to its national two-year college peer group (Table V), the institution's allocation of resources to the various educational and general functions are similar to the 1993 national median for colleges of similar enrollments. NMJC does allocate a slightly higher percentage of funds to the operation and maintenance of its physical plant, which demonstrates its commitment to excellence in preventive maintenance programs. However, when evaluating community college's operational and financial efficiency, *NACUBO's Comparative Financial Statistics for Public Two-Year Colleges, Fiscal Year 1993* peer groups warns: There is no way to establish truly homogeneous peer groups for community colleges. Major factors—such as mission, location, academic preparation of entering students, local area salary levels, local non-salary costs, and methods of financing—create unique financial and operating patterns. Peer group comparisons that lead to administrative financial policy changes require sensitivity to many factors not readily apparent from the statistics. There is no typical college. Diversity is clearly a characteristic—and a great strength—of community and junior colleges.

While responding to numerous student services and institutional needs, the college has placed a high priority on securing alternative funding sources via state and federal grants. Since the 1989-90 fiscal year, restricted funds have increased 99.7 percent. In 1994-95, NMJC was also selected to participate in the U.S. Department of Education Direct Student Loan Program. In the college's fiscal planning efforts, members of the Administrative Council are involved in developing the fiscal operating budget. All departmental budget requests, including capital expenditures, are submitted to the budget committee for consideration. Fiscal priorities, including salary considerations, are freely discussed while finalizing the budget.

*** *Unrestricted Fund Balances***

Since the 1989-90 fiscal year, the institution has experienced a 41 percent growth in its current unrestricted fund balance of \$2,269,335 in 1993-94 (Table II). This increase resulted from increasing cash balances accumulated from prior years' abundant oil and gas ad valorem tax revenues. The CHE has suggested that institutions maintain fund balances of at least three to five percent of I&G expenditure levels to meet fluctuating cash flow needs. Since NMJC's ad valorem revenue receipts are cyclical in nature, fund balances tend to fluctuate widely throughout the year. Consequently, the institution maintains unrestricted fund balances of approximately 28.0 percent of I&G expenditures in order to meet current obligations throughout the fiscal year. Because of the anticipated increase in expenditure levels throughout the next five years, NMJC will need to budget for proportionate additions to unrestricted cash balances in order to maintain fiscal health during times of growth.

*** *Capital Funding***

Funding for capital projects continues to be a high priority for NMJC as student enrollment and demand for instructional and student services space increases. Over the past five years, the college has received state funding for various capital projects including: Moran Hall construction, Student Center planning, Heidel Hall renovations and expansion, Transportation Training Center planning and construction, and NMJC circle and paving project.

*** *Debt Service Requirements***

Under the New Mexico Community College Act, Section 12-13-14, NMJC may issue bonds for operations and capital projects with a combined bond indebtedness not to exceed three percent of the district's assessed valuation.

Pursuant to this Act, in 1990, NMJC constructed two resident dormitories by issuing facilities revenue bonds in the amount of \$2.6 million, with an annual interest rate of 8.25 percent. The revenue bonds are to be repaid through the net revenues generated by the college's auxiliary operations: dormitories, food services, and bookstore. Since the issuance of the original bonds, the college refunded the bonds in 1992 and again in 1994 in order to achieve lower financing rates, which have resulted in present net value savings in excess of \$210,000 over the remaining life of the bonds. The current 1994 issue bears an average rate of 6.38 percent and provides for annual debt service payments averaging \$264,000 per year. The bonds are scheduled to be repaid by August 2007. Since inception of the bonds, NMJC has been able to meet its debt service requirements solely from these auxiliary net revenues with no transfers from I&G revenues being necessary. NMJC's goal is to prepay the remainder of the bonds by the year 2004.

In the 1994-95 fiscal year, the college received assistance from the NMJC Foundation for the construction of lighted golfing facilities by receiving a \$150,000 loan to be repaid from the facility's net revenues. The 7.31 percent note calls for annual debt payments of approximately \$45,000 payable over a five-year period. After repayment of the note, revenues generated from the facility will be utilized for the ongoing support of the institution's athletic programs.

New Mexico Junior College is fortunate to have no operational debt or capital projects obligations which would be payable from I&G funds.



Physical Resources

The mission and goals of New Mexico Junior College commit the institution to an educational and service program which serves, as comprehensively as possible, the two-year college's service region. The physical plant and grounds (instructional environment) of the college are vital in the continuing attempt to define and accomplish the mission and goals. NMJC uses a well-defined, continuous planning process (*NMJC's Strategic Five-Year Rolling Plan, 1995-2000*) to make plant and facilities development decisions. The process involves the community, the Board, the college architect, administration, students, faculty, support staff, and outside consultants as necessary.

✱ History

Frank M. Standhardt, the original college architect, working in conjunction with the New Mexico Junior College Board, President H. C. Pannell, and his staff, developed the first master design with the circle plan concept. Dr. C. C. Colvert, professor and consultant of junior college education, University of Texas, Austin, Texas, conducted the first feasibility study for the institution in 1965. The master plan for the college (1965-86) was based on this feasibility study. This investigation recommended the basic community college curriculum and courses of study for the two-year college and the physical facilities space needed for implementation of the various recommended instructional programs. Campus construction started in February 1966, and was built in three phases with all eleven core buildings, facilities, grounds, and parking area being completed in early 1969. By 1969, approximately 160,200 GSF of instructional, student service, administration, library and IRC, and physical plant space was completed. Classes started on September 19, 1966, and were conducted in the first phase facilities. Today, with a physical plant of 328,620 GSF, one-half of the college's total physical plant space is over twenty-five years old.

NMJC's core building and facilities constructed before 1969 account for approximately 50 percent of the 1994-95 physical plant and facilities space. From 1971 to 1981, some 83,000 GSF of instructional, academic support, institutional support, and physical plant space were constructed at NMJC. These buildings represent approximately 25 percent of the current campus facilities which are from twenty-two to twenty-five years old. In the last five years, the Bob Moran Energy Technology facility (32,700 GSF), two student dorms (36,320 GSF), and an addition to the central mechanical facility (4,000 GSF) or 73,000 GSF of new buildings and facilities have been constructed at NMJC. Listed below is the construction history of NMJC's campus from 1966 to 1994. The 1965 campus master plan provided by Frank Standhardt to President H. C. Pannell and his staff was completed as originally envisioned by 1986.

Campus Building			Year Completed	Phase Sq. Ft.	Total
Phase	Code	Building Name			
I	100	Administration	1966	12,241	71,800
	200	Heidel Hall (Science)	1966	17,486	
	300	McLean Hall (Vo Tech A)	1966	18,142	
	400	Vocational Technical B	1966	15,203	
	500	Central Mechanical	1966	3,628	
	600	Warehouse/Maintenance	1966	5,100	
II	700	Caster Activity Center (Gym)	1967	26,000	69,745
	900	Watson Hall (Fine Arts)	1967	13,319	
	1000	Mansur Hall (Academic)	1967	17,328	
	1100	Pannell Library & IRC	1967	13,098	
III	800	Student Union	1969	18,635	18,635
IV	1200	Security	1970	2,370	2,851
		Greenhouse	1971	481	
V		Nursing Addition	1977	9,326	27,334
		Automotive & Welding Addition	1977	6,336	
	1300	Vocational Technical C	1977	11,672	
VI	1100	Pannell Library Second Floor Addition	1981	15,935	55,635
	1700	Caster Activity Center Addition (Gym/LCCHF)	1981	39,700	

NOTE: Original master plan as envisioned by F. Standhardt completed.

VII	1400	Continuing Education/Warehouse Addition	1986	7,200	7,200
VIII	1800	Bob Moran Hall (Energy Technology)	1989	32,700	75,420
		Eunice: Continuing Education	1990	2,400	
	2000	Thunderbird Hall (Men's Dorm)	1991	18,160	
	2100	Zia Hall (Women's Dorm)	1991	18,160	
		Maintenance Central Addition	1992	4,000	

Grand Total Square Feet 328,620

During the 1989-94 period, New Mexico Junior College completed the following major projects: 1) Bob Moran Energy Technology facility (32,700 GSF); 2) continuing education facility in Eunice (2,400 GSF); 3) campus roofing project; 4) Student Center—food service renovation; 5) Thunderbird and Zia dorms (36,320 GSF), 6) addition to central mechanical (4,000 GSF); 7) A/C in Caster Activity Center; 8) baseball complex; 9) Heidel Hall renovation; and 10) planning for student center renovation/addition, Transportation Training Center, and Heidel Hall addition. These projects added approximately 75,500 GSF to the present physical plant for the college and provided greatly needed instructional space, especially in classrooms and laboratories. These major projects, completed between 1989 and 1994, are valued at approximately \$10,500,000. The college has also utilized over \$200,000 for A.D.A. projects over the past five years and has made improvement to its campus landscaping and grounds.

*** *Cost Estimates***

A replacement cost appraisal of existing institutional facilities (buildings, equipment, and grounds) is estimated at about \$37,300,000. Of all funds expended for physical facilities, equipment, land, and landscaping, 26.1 percent came from state level sources, 9 percent from federal funds, 1.1 percent from private donations, and 63.8 percent from local ad valorem taxes. The college is now using approximately 328,620 GSF of physical plant space. This compares to approximately 160,200 GSF utilized in 1969 and 253,200 GSF utilized in 1985. The current replacement value of the physical facilities of NMJC (37.3 million/328,620 GSF) is approximately \$113.50 per GSF including land, landscaping, and equipment. Currently, NMJC has 328,620 GSF of space with an annual 1994-95 FTE production of 1,760, which means the college has 186.7 GSF per yearly FTE student. The college is currently spending \$2.92 per GSF in general maintenance, custodian services, utilities, and insurance. This per GSF cost is less than it was in 1989 because of the college's energy maintenance program that has been in operation since 1990.

*** *Current Capital Projects and Future Legislative Requests***

During the 1994-95 year, the following major projects were under construction: 1) Heidel Hall addition (24,715 GSF), and 2) re-surfacing the campus roadways and parking areas (\$500,000). The first phase of the Transportation Training Center (52,925 GSF) has been partially funded by the statewide general obligation bond issue (\$2,144,000). During the 1995 legislative session (42nd legislature, first session), the college capital projects request that was supported by the Commission on Higher Education (CHE) was as follows: 1) Transportation Training Center, 2) Student Center renovation, 3) Administration renovation, and 4) A.D.A renovation.

*** *Lea County Cultural Center***

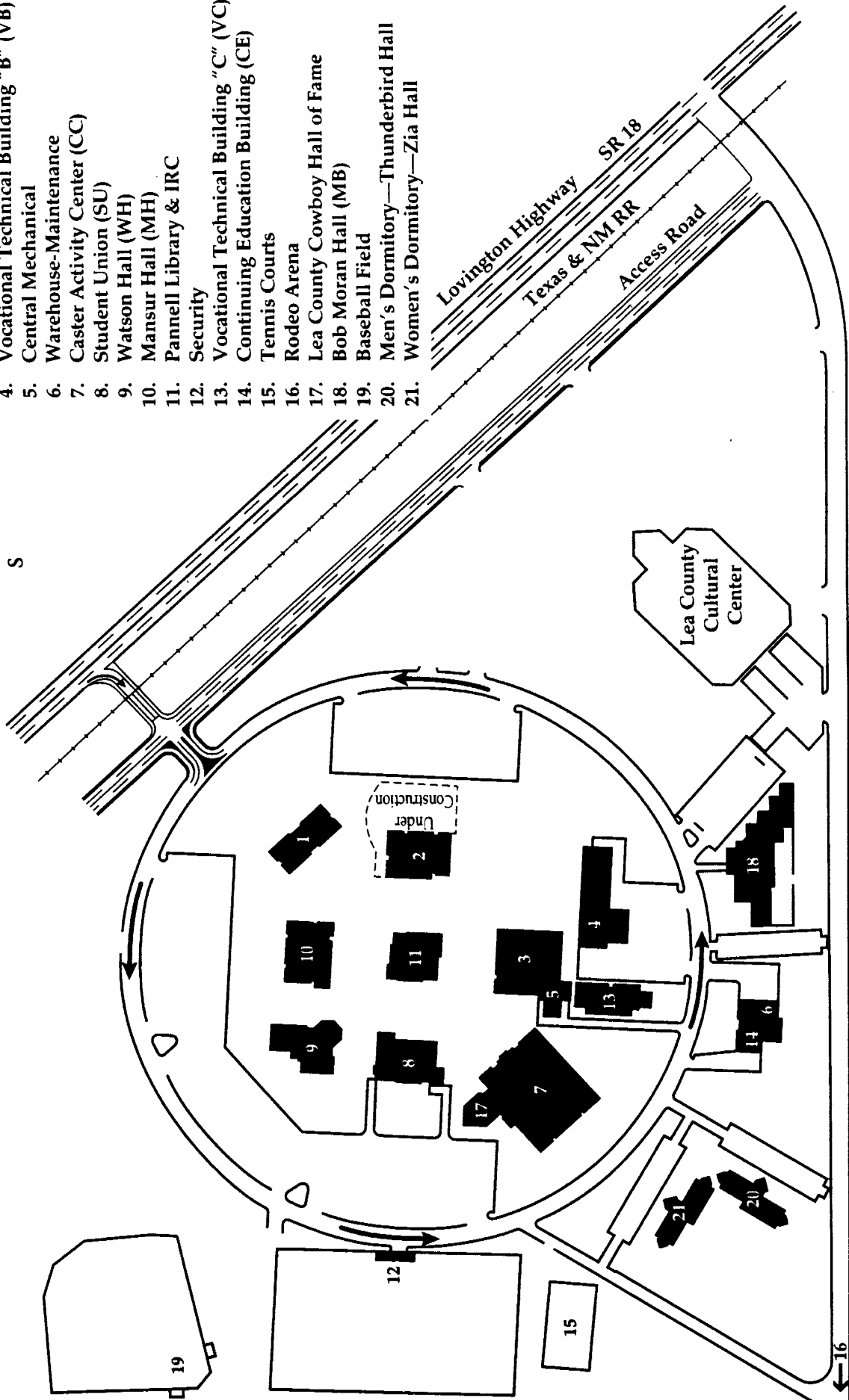
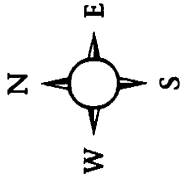
The Lea County Cultural Center has been completed. This \$9,000,000 multi-purpose facility is adjacent to the NMJC campus and is open for business. This facility is a county-owned and operated special events center, which has great potential for economic development and cultural activities for Southeastern New Mexico.

New Mexico Junior College

5317 Lovington Highway
 Hobbs • New Mexico • 88240
 505-392-4510 • 1-800-657-6260

Map Legend

1. Administration
2. Heidel Hall (HH)
3. McLean Hall (MC)
4. Vocational Technical Building "B" (VB)
5. Central Mechanical
6. Warehouse-Maintenance
7. Caster Activity Center (CC)
8. Student Union (SU)
9. Watson Hall (WH)
10. Mansur Hall (MH)
11. Pannell Library & IRC
12. Security
13. Vocational Technical Building "C" (VC)
14. Continuing Education Building (CE)
15. Tennis Courts
16. Rodeo Arena
17. Lea County Cowboy Hall of Fame
18. Bob Moran Hall (MB)
19. Baseball Field
20. Men's Dormitory—Thunderbird Hall
21. Women's Dormitory—Zia Hall



Major Physical Plant Project at NMJC Since 1989

Completed or Current Capital Projects						
Year	Building	GSF	NSF	Ratio	BERC	I
1989	Moran	32,700	22,405	68.5	\$3,450,000	GOB
1990	Continuing Ed. Eunice	2,400	2,232	93.0	\$224,000	CG
1990	Roofing Project (campus)				\$1,000,000	STB
1990	Food Service Renovation				\$130,000	I
1991	Thunderbird	18,160	15,799	87.0	\$1,778,000	RB
1991	Zia	18,160	15,799	87.0	\$1,778,000	RB
1991	Add. Central Mech.	4,000	3,900	97.5	\$667,000	EG
1991	Caster Activity Center (A/C)				\$200,000	STB
1992	Baseball Complex				\$128,000	I
1992	Heidel Renovation				\$492,000	GOB
1992	Equipment				\$179,200	GOB
1994	Heidel Addition	24,715	21,498	87.0	\$2,500,000	STB
1994	Parking				\$500,000	STB
1994	Oil & Gas: LCCHF				\$27,500	STB
1994	Golf Driving Range				\$250,000	F
Total		100,135*	81,633	81.5	\$13,303,700	
1992	Planning—Student Center				\$147,000	STB
1993	Planning—Transportation Training Center				\$200,000	STB
1994	Planning—Transportation Training Center				\$139,000	STB
Total	Planning Funds				\$486,000	STB
Future Capital Projects						
1994	Statewide GO Bond Issue (Transportation Training Center)				\$2,144,000	GOB
	• Library Acquisitions				\$26,500	GOB
	• Instructional Equipment				\$74,400	GOB
	• A.D.A. (NMJC's share of \$3,000,000 not yet determined)					
	• Equipment R&R (NMJC's share of \$1,300,000 not yet determined)					
Total	Statewide GO Bond Issue (November 8, 1994)				\$2,244,900	GOB

Major Physical Plant Project at NMJC Since 1989 (Continued)

1995	42nd Legislature, First Session—Request		
	• Transportation Training Center (CHE ranked #20)	\$2,717,000	**
	• Student Center (CHE ranked #30)	\$2,375,000	**
	• Student Service Addition—Administration	\$2,411,000	**
	• A.D.A.	\$300,000	**
Total	Legislative Request	\$7,803,000	**
GRAND TOTAL		\$23,837,600	

Key: GSF = Gross Square Feet

NSF = Net Square Feet

Ratio = Percentage of NSF/GSF

BERC = Building & Equipment Replacement Cost

1 = Source of Funding (GOB = Statewide GO Bond, CG = Corporate Grand, RB = Revenue Bond,

EG = Energy Grand, STB = Severance Tax Bond, I = Institutional Funds, F=NMJC Foundation Funds)

*NOTE: 100,135 GSF/328,620 Total Campus GSF = 30.5% of campus built or under construction since 1988!

** Legislature will determine source of funding.

*** *Maintenance, Equipment Replacement, and Facilities Renovation Plan***

New Mexico Junior College must develop and implement a comprehensive maintenance, equipment replacement, and facilities plan. This action plan must be implemented and followed. Local, state, and federal funding sources will need to be utilized, if this plan is to serve the needs of the citizens of the college's service region. Renovation, replacement of classroom equipment and furniture, and refurbishment of classroom, laboratories, and instructional areas are in need of attention. This is especially true for Mansur Hall, McLean Hall, and Vocational "B".

The college has planned, designed, developed, and utilized its physical resources effectively to achieve its mission and goals of the institution; a very high level of support exists for maintaining an ongoing approach to renovation, refurbishing, and preventive maintenance. The entire college community, both on and off campus, takes great pride in the design, appearance, and expansion of the college campus.



Administration and Governance

** The Community College Act*

New Mexico Junior College recognizes its unique status as the state's original institution of higher education created under the provisions of the 1963 Junior College Act. The NMJC district was formulated on January 20, 1965. The first Board meeting was held on April 1, and the first president began his duties on July 1, 1965. The first year of academic operations began on September 19, 1966, with the first day of classes. As a comprehensive full-service community college with a locally elected and autonomous governing Board, NMJC now operates 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 in the state. The Community College Act provides for the creation of a comprehensive community college district with a seven-member Board elected from seven single-member districts within the community college district. The major difference between the 1963 Junior College Act and the 1985 Community College Act is the change from the term junior college to community college. This change expanded the intent of the statutes to provide for the operations of community colleges not junior colleges in New Mexico. This was a very important change in concept because it broadened the educational and service functions of the institutions from typical junior colleges to comprehensive community colleges with a full-service mission. The 1985 Community College Act is an excellent community college statute and could not be made stronger, except for the funding section which can always be improved. The act as currently written is functional and flexible; in fact, it is one of the strongest two-year college statutes in the nation. It is a model of full-service community college legislation. The 1985 Community College Act, as currently amended with recent legislation as a companion bill, HB #608-Post-Secondary Education (providing for articulation, additional funding potential, and distance education), provides for a powerful legal foundation for NMJC as an institution of higher education operating as a comprehensive community college.

** The Board*

New Mexico Junior College's governing Board is composed of seven members elected to staggered terms ~~(six years) from seven single-member districts within the NMJC taxing district.~~ The present membership of the NMJC Board is composed of a president of a regional real estate company as chair (Hobbs); a public school secretary/switchboard operator serving as secretary (Hobbs); a president of a regional oil field service company (Hobbs); a president of a regional oil and gas production company (Hobbs); a president of an oil field service company (Eunice); a retired municipal school superintendent (Tatum); and a rancher and owner of oil and gas properties (Lovington). These individuals provide strong policy-making ability for the college and represent the public interest of the NMJC taxing district and the college service area citizens. NMJC has a tradition of persons of strong character and great integrity serving on the community college Board. The quality and commitment of the Board have been major strengths of the institution. The NMJC Board is composed of elected public officials who are

autonomous from the college administration and the taxpayers of the district to assure the general welfare and integrity of the college as an institution of higher education. They are committed to the mission and goals of the institution and are clientele-oriented. They not only promote the general welfare of the institution, but also provide policy decisions that are in the best interest of the college and its various publics, customers, and clientele.

The duties and responsibilities of the Board are also directed by the Community College Act. According to this statute, it shall be the duty of the Board to determine financial and educational policies of the college. The Board evaluates proposals for the improvement of the college and its educational programs, researches present practices of operation, and in turn, develops policies to fit the needs of the college and its organization. The Board determines policies governing instructional programs and courses of study, student development and services, staff selection and welfare, community development, institutional accountability through research, planning and evaluation, and management of the fiscal, human, and physical plant resources of the college. When issues concerning policy and procedures emerge, the Board provides direction and guidance. The NMJC Board officially meets at least twelve times a year. Other board meetings concerning topics of importance are scheduled as needed, including work sessions and board retreats. Members of the Board belong to ACCT. The Board will usually appoint *ad hoc* committees to deal with special issues of importance as they emerge. There is one standing committee, the Internal Auditing Committee. The minutes of the Board meetings confirm that it carries out its authority, establishes educational and financial policies to direct the institution, meets frequently, and is structured to establish and review college policies. The NMJC Board possesses and exercises the necessary legal power to formulate and review all the policies that govern the college and its clientele. They are the legal entity of the institution.

✱ *The President*

The president, presently in his eighth year with New Mexico Junior College, directs the maintenance of board policies. He attends all board meetings and routes all communications from the Board to the staff members and from the staff members to the Board. He sees that all college activities conform with the policies of the NMJC Board, the state Commission on Higher Education (CHE), the state Board of Public Education (State Department of Vocational Education), laws of the state of New Mexico, and the federal laws and regulations. He is responsible for interpreting the *Professional Employee Handbook* and the *Support/Maintenance Employee Handbook* in the event of misunderstandings or lack of clarity. His office is responsible for public records and files, which are open for inspection by any college employee or district citizen, upon request according to the laws of the state of New Mexico. The president serves as the chief executive officer (CEO) of the NMJC Board and the chief administrative officer for the college. The faculty and staff of NMJC have direct input to the president concerning the institution's educational programs and staff welfare through the faculty senate and seven standing college committees. A total of no less than twenty-two faculty members serve on the college standing committees (37.3% of the full-time teaching faculty). New Mexico Junior College has in place a professional educator as chief executive officer, with excellent community college experience as a president, with strong leadership qualities and the integrity to provide sound direction, decision making, and a vision for the college.

*** Relationship Between President and Board**

The relationship between the NMJC governing Board and the president is positive. The president enjoys an excellent rapport with board members individually as well as collectively. The president meets formally with the seven members once a month.

Board members have access to numerous publications including newsletters published by the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees (ACCT). The Board members also have access to reports published by the United States Department of Education (USDE), the New Mexico Commission on Higher Education (CHE), the New Mexico Council of Independent Community Colleges, and the Administrative Evaluation Guide for Board Members. Board members attend or are represented at conventions sponsored by the AACJC and ACCT. Members of the Board also attend an annual convention of all board of regents and other governing boards for institutions of higher education in New Mexico sponsored by the CHE. The president working through his administrative assistant and information provided by the executive council prepares a tentative board agenda in advance, and the president distributes it personally (when possible) to each board member along with a board packet of information related to the proposed agenda for possible clarification. The president meets with the Board chair and other members of the Board individually between meetings, although not on a formal schedule, to apprise them of campus activities, service area events with which the college is associated, and legislative proposals and other governmental decisions, which could affect the policies and operations of the college. Because the members of the Board are well informed, there have been few split votes. Almost all decisions of the Board have been unanimous after appropriate formal discussion.

With the president's recommendation and the Board's approval, the Bob Moran Energy Technology facility was constructed and equipped. This building features state-of-the-art computer technology and other high tech instructional technology. Additional accomplishments of the Board and the president include: 1) renovation and expansion of Heidel Hall (science/mathematics) facility; 2) refurbishing several other facilities on campus, including re-surfacing parking area and roadways; 3) construction of two dormitories; 4) approval of new programs, such as the cosmetology program and the interactive television delivery system (ITV); and 5) mandatory testing and placement for all degree-seeking students. Internally, the Board has given guidance on numerous issues, such as changing the compensation system for NMJC. The previous compensation system was essentially a merit system. New Mexico Junior College now employs a salary schedule based on experience and academic degrees and graduate courses completed.

The Board and president's future plans for the college based on *NMJC's Strategic Five-Year Rolling Plan, 1995-2000* include: 1) construction of the first phase of the regional transportation training center complex (52,920 GSF); 2) additional capital outlay funding from the New Mexico state legislature, for areas such as student center renovation/addition project to including student services; 3) expansion of the contract training for General Motors, Ford, and other automotive companies; 4) expansion of the allied health programs of the college, especially dental hygiene; 5) in-plant training programs related to industrial development projects; and 6) development and implementation of the distance learning programs, especially interactive TV to its full potential (taking education and training to the work place).

The Board selects the college president, provides him or her with the authority to direct the operation of the institution, and holds him or her accountable for its administration and outcomes. NMJC has made excellent progress in the last five years in achieving its mission, particularly due to the positive relationship between the Board and its chief executive officer.

*** *Advisory Groups***

Advisory groups have been established between New Mexico Junior College and community leaders. The purpose of these advisory groups is to ensure that the curriculum and courses of study being offered at NMJC are in keeping with community and regional needs and wishes. These committees and task forces have representatives from the municipal schools, banks, accounting firms, major automotive and trucking firms, oil and gas production and service companies, retail establishments, and citizens and college clientele. Advisory committees exist for the Small Business Development Center, business, office technology, computer science, nursing, medical laboratory technology and phlebotomy, paralegal assistance, automotive technology, environmental technology, and welding. In addition, an NMJC foundation board of directors has twenty-five members including the board, the president, and two other NMJC professional staff employees. Another advisory group is the vocational council for the area vocational high school (AVHS). It includes the superintendents of the participating municipal schools and three NMJC administrators. Most of these advisory groups have technical or career orientation.

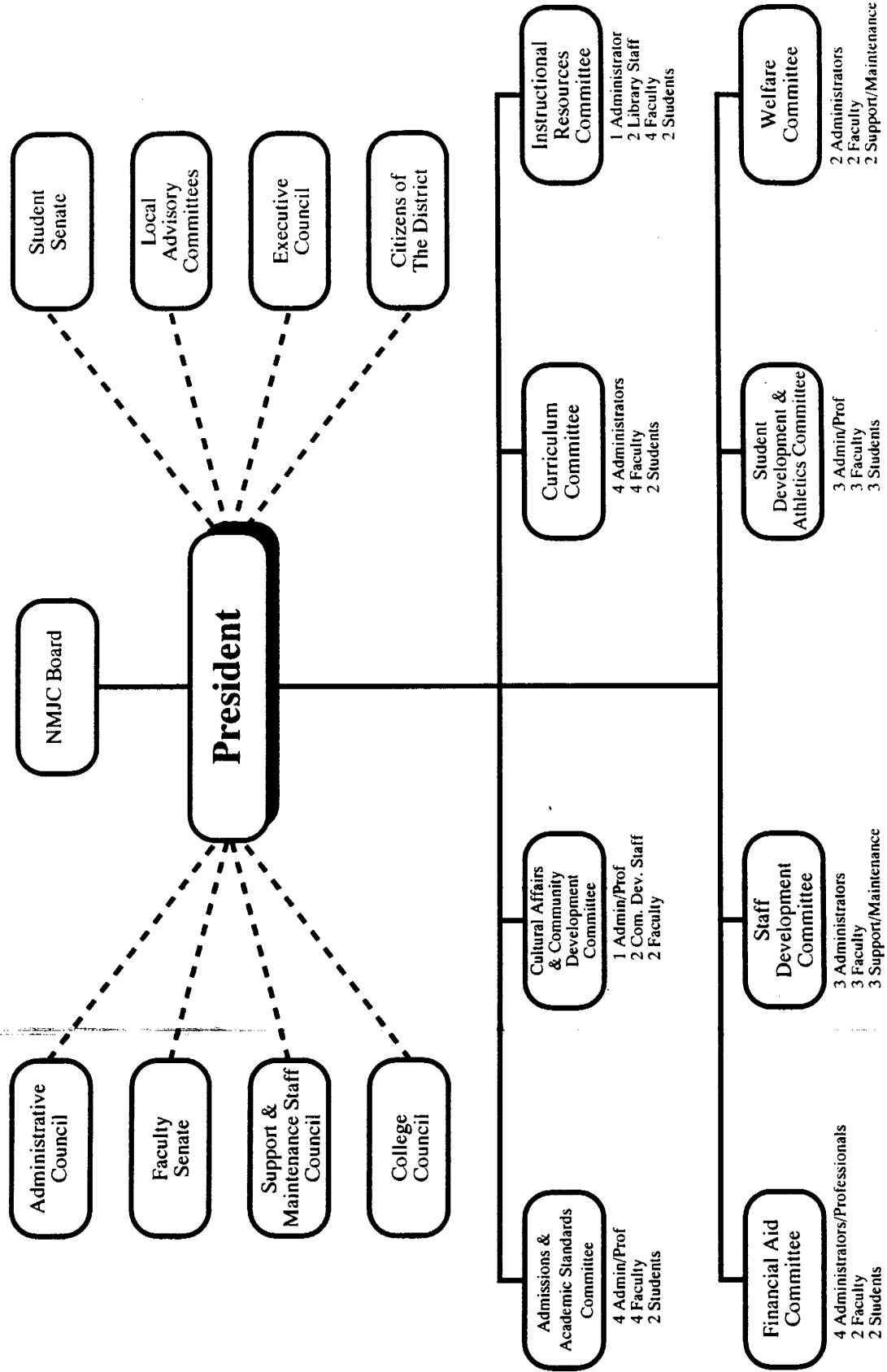
The Lea County Cowboy Hall of Fame and Western Heritage Center board of directors serve as an advisory board to the NMJC Board concerning the operations of the heritage center located on the campus of NMJC. The college president and an NMJC board member serve on this board which is composed of an executive secretary, who is a full-time employee of NMJC, and twelve residents of Lea County who are elected by the membership (653 members in fall 1995) of the heritage center according to the by-laws of the nonprofit corporation. The college president is also an associate member of the Lea County Economic Development Corporation. NMJC is an integral part of the economic and industrial development for Lea County. These advisory groups and community-based organizations assist the college in the achievement of its full-service mission and goals.

*** *College Administration***

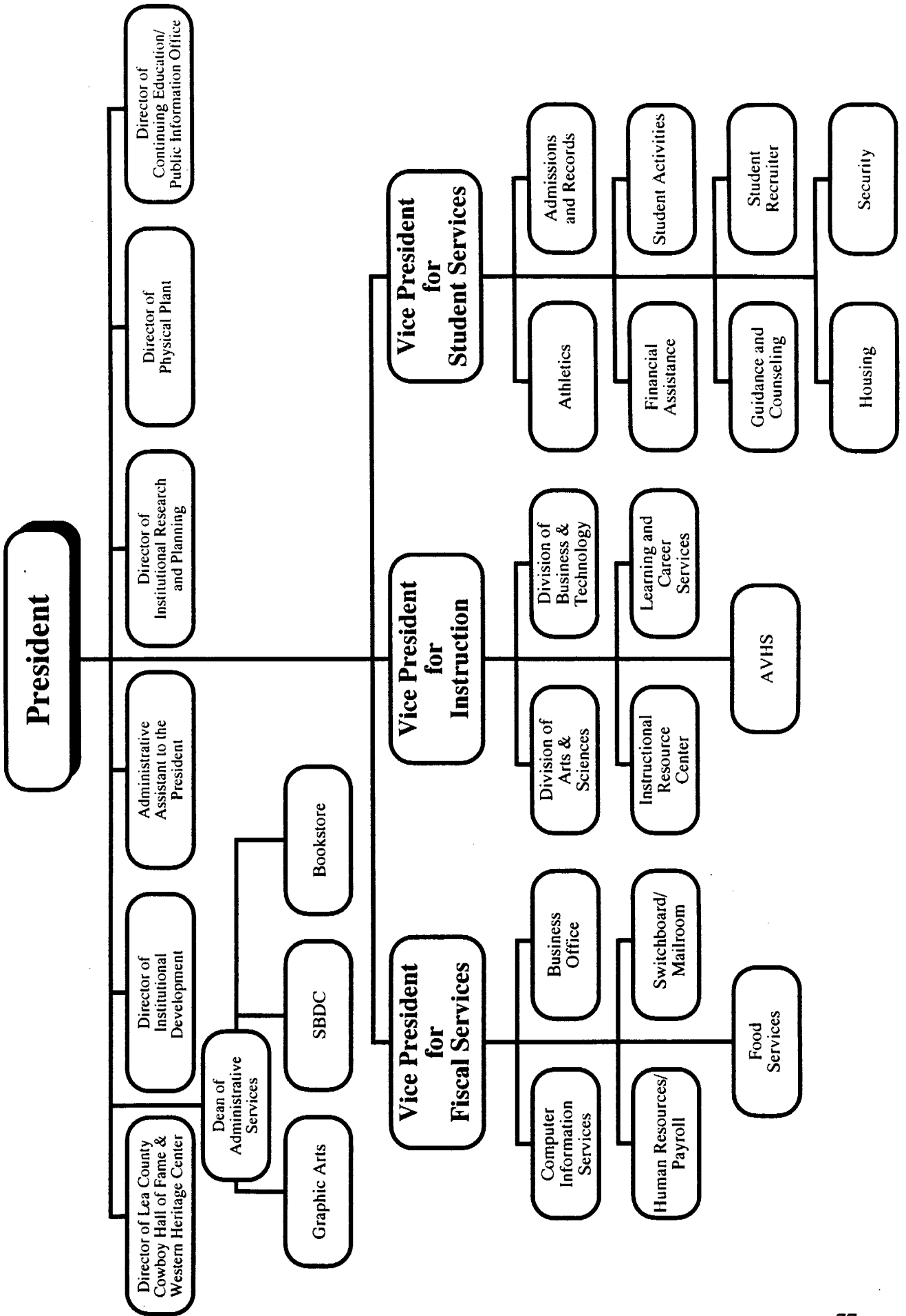
The president of NMJC reports directly to the Board. NMJC's president is the CEO of the Board and the chief administration officer of the college. The president is responsible for implementing and supervising policies formulated and established by the Board and serving as administrative leader of the college.

The president's staff is outlined in the *Professional Employee Handbook*, the *Support/Maintenance Employee Handbook*, and the Governance Organizational Chart. During 1994-95, the administrative staff of the college was composed of four administrators, four deans, and forty-six professional staff for a total of fifty-four management personnel. Fifteen of the professional employees also were teaching at least one academic or technical course in their subject-matter field(s). Personnel reporting directly to the president were the vice president for fiscal services, vice president for instruction, vice president for student services, director of the Lea County Cowboy Hall of Fame and Western Heritage Center, director of institutional development, administrative assistant, director of institutional research and planning, director of physical plant, director of continuing education/public information, and dean of administra-

New Mexico Junior College Governance Organizational Chart



New Mexico Junior College Functional Organizational Chart



tive services. The four top administrators are the president, vice president for instruction, vice president for student services, and the vice president for fiscal services. The four deans are the dean of arts and sciences, the dean of business and technology and AVHS, the dean of admissions and records, and the dean of administrative services. These eight professional staff members comprise the institution's management team.

The vice president for instruction is responsible for the instructional activities of the college. This vice president serves as the chief instructional officer of the college by coordinating and supervising the instructional activities of the institution; advising the president in matters of college policy; directing the instructional/educational program development of the college; and coordinating and supervising the accreditation activities of the college. The person holding this position assists in the recruitment of the professional staff members for the instructional sector of the college and makes recommendations for employment to the president. Other responsibilities included in this position are directing a continuous evaluation of the instructional activities of the college and assisting with the public relations and marketing activities of the college. This administrator also serves as a liaison between the state Commission on Higher Education (CHE) and the State Department of Education (State Board). The vice president for instruction held the position of dean of business and technology/AVHS before his current assignment. This individual has 14 years of collegiate experience at NMJC in the field of occupational careers. The vice president for instruction reports administratively to the president.

The vice president for student services is responsible for the student development activities of the college. This person directs and manages student development activities; supervises and directs all student counseling and guidance activities, including testing and outcome investigations; and supervises student services, including the financial aid program and the student center operation; however, the bookstore and the food service are managed independently. The vice president for student services is responsible for planning and managing pre-enrollment and enrollment activities; supervising the administrative duties of the student development staff and the evaluation of personnel within the division; as well as planning and managing the staff development/in-service training programs for student development. This vice president directs and supervises student development grants and projects; plans, organizes, and manages the budget for the division and fiscal budgetary affairs for student development; informs the college public information officer on matters related to student development; participates in the selection of student development personnel; and makes final recommendations to the president. Other duties of the vice president for student services include advising the president in matters of policy concerning student development programs; conducting a continuous student needs assessment and analysis in the college's service area; planning and implementing a data base for decision making within the division; and administering student discipline for the college as well as directing and managing all intercollegiate and intramural athletic programs. The vice president for student services is also charged with supervising security on campus and student housing. Prior to becoming the vice president for student services, this individual held the position of divisional chair of physical education and athletics/athletic director. This individual has 21 years of collegiate experience at NMJC in the field of physical education and athletics. The vice president for student services reports administratively to the president.

The vice president for fiscal services is responsible for establishing and maintaining an accurate and detailed record of all revenue received and all expenditures made; establishing and maintaining accounting procedures in full compliance with statutory provisions and regulations; acting as the official

purchasing agent of the college; recommending to the president the necessary fiscal policies for college operations; and being responsible for matters pertaining to bid items. The vice president also recommends to the president adequate and proper insurance coverage for college operations; prepares the working draft of the annual budget for the president's consideration; supervises the computer center, food services, switchboard and mailroom; and assists in the recruitment, screening, and recommendation of service personnel. Prior to becoming the vice president for fiscal services, this individual was a partner in a certified public accounting firm. This individual has three years of collegiate experience at NMJC as the vice president for fiscal services. The vice president for fiscal services reports administratively to the president.

The dean of arts and sciences is responsible for coordinating and supervising all activities within the division. Duties also include the recruitment of full-time and part-time personnel hired within this division. The dean also oversees evaluations of professional staff members within the division of arts and sciences. Other duties include supervision of the instructional budget assigned to this division, as well as making recommendations concerning the instructional sector of the budget. The dean supervises in-service orientation and training of professional staff members within this instructional sector through the use of the Professional Development Plan (PDP). The dean of arts and sciences held the position of athletic director before his present assignment. This individual has 10 years of collegiate experience at NMJC in the field of physical education. The dean of arts and sciences reports administratively to the vice president for instruction.

The dean of business and technology/AVHS is responsible for the coordination and supervision of all activities within the division. Duties for this position also include the management and recruitment of all part-time and full-time instructors assigned to the division of business and technology/AVHS. Evaluation of professional and classified staff members within this instructional sector are managed by the dean. The dean is responsible for overseeing the financial matters of this instructional sector, making recommendations concerning this instructional budget, and providing in-service orientation and training for professional staff members through the PDP. The dean of business and technology/AVHS served as the president of a community college prior to coming to NMJC. This individual has three years of collegiate experience at NMJC in the field of business and technology. The dean of business and technology/AVHS reports administratively to the vice president for instruction.

Serving as the admission officer of the college, the dean of admission and records handles inquiries, makes contacts, processes applications, evaluates transfer credit, and notifies all student applicants of their acceptance or non-acceptance to the college. The dean of admission and records is responsible for the academic records and furnishes student records and transcripts upon properly authorized request. The dean is also responsible for maintaining records for veterans and providing them with information concerning benefits and rights. Other duties assigned to this position include furnishing the business office with the information relative to student personnel accounting, maintaining and updating the official college catalogue, and planning the commencement exercises. The dean checks, evaluates, and certifies the records of all candidates for graduation, assists with the college marketing program, develops in-service activities for staff development, supervises and makes recommendations concerning personnel, and represents the college in professional organizations relating to the registrar's office. Prior to assuming the current position, this individual was the dean of students at a community college. This individual has 15 years of collegiate experience at NMJC in the office of admission and records. The dean of admission and records reports administratively to the vice president for student services.

The dean of administrative services acts as the director of the Small Business Development Center (SBDC). The SBDC serves in three capacities. First, it counsels local businesses in Lea County in the area of business practices. Second, the SBDC serves as a reference and resource area for Lea County. Finally, the SBDC administers workshops and seminars to the local area businesses. The dean of administrative services is also responsible for supervising the graphics department, supervising and coordinating all activities relating to the bookstore operation, and working on special projects and other administrative duties as assigned by the president. The director of special projects reports to this dean. Prior to becoming the dean of administrative services, this individual held the position of director of the SBDC and area vocational high school. This individual has 13 years of collegiate experience at NMJC in the field of business. The dean of administrative services reports administratively to the president.

The administrative assistant to the president issues and processes correspondence from the president's office and performs other secretarial duties as required. The assistant correlates appointments, travel, and meeting schedules for the president. This person maintains summary data regarding local, state, and national leaders who have affiliation with the college or its service area; prepares agendas for the college board meetings; records, transcribes, and disseminates minutes of the college board meetings; and maintains the board minutes within a secured vault. Prior to assuming the responsibilities of the assistant to the president, this individual held the position of payroll clerk at NMJC. This individual has 11 years of collegiate experience at NMJC in the field of office technology. The administrative assistant reports administratively to the president.

The director of continuing education/public information officer is responsible for creating, coordinating, and maintaining a program of non-credit courses, special topic courses, workshops and seminars. The director proposes, directs, and actively participates in the advertising and publicity of continuing education programs. The director develops and maintains a current listing of non-credit courses and activities; keeps records of all continuing education operations; and prepares and distributes media news releases related to people, programs, courses, enrollment, special activities, and events related to NMJC. A record of print media clippings that involve NMJC staff/activities is kept by this individual. This individual also supervises personnel who are assigned to assist the continuing education/public information officer. This individual served as the director of the Hobbs Chamber of Commerce prior to assuming this position at NMJC. The director of continuing education/public information officer reports administratively to the president.

The director of the physical plant is responsible for coordinating the maintenance of the physical plant facilities, including buildings, central mechanical plant, and athletic facilities. This director maintains housekeeping for all buildings as well as maintaining campus grounds and landscaping. The director operates and controls the warehouse, including deliveries, shipping, receiving, deliveries, and all mail services. The director of the physical plant is also responsible for fleet vehicle maintenance and motor pool dispatches. Other duties include ascertaining needs for assigned projects; supervising personnel necessary for the operation of the physical plant; and assisting in the recruiting, screening, and recommending of service personnel. Prior to employment at NMJC, this individual was the owner of a regional electrical contracting company. This individual has eight years of collegiate experience at NMJC in the field of physical plant maintenance. The director of the physical plant reports administratively to the president.

The director of institutional research and planning is responsible for the planning, institutional research, accreditation, and governmental information services of the college. General duties include coordination and supervision of institutional research and planning programs of the college, advising the president in matters of college policy, and directing the strategic and long-range plans of the college. Planning is aided by input from six planning committees which include fiscal resources, physical plant and grounds, student services, curricula, faculty and staff development, and a steering committee. The director assists the president in coordinating the governmental information and lobbying services and activities of the college. This individual also helps in public relations activities with various public customers and clientele of the college as directed by the president. Prior to assuming this position, this individual served as the vice president for instruction. The director of institutional research and planning reports administratively to the president.

The director of institutional development is responsible for short- and long-range planning strategies to promote and market expansion for NMJC's growth and development. The director identifies potential external funding sources, establishes contacts, stimulates grant proposals that are in alignment with the mission of NMJC, develops and coordinates a relationship with the NMJC Alumni Association, develops and maintains a library of resource materials for reference, and does research to include information related to laws, regulations and trends affecting fund raising. The director serves as executive director for the NMJC Foundation, which is responsible for raising and distributing funds for scholarship purposes. Prior to coming to NMJC, this individual served as an executive officer at a major bank. This individual has two years of collegiate experience at NMJC in the field of institutional development. The director of institutional development reports administratively to the president.

The director of the Lea County Cowboy Hall of Fame and Western Heritage Center is responsible for operating the museum and collecting exhibits. The director is also responsible for planning and supervising programs for adults and children that provide information about Lea County's western heritage. This director supervises employees and volunteers. As an ex officio member of the board of directors of the heritage center, the director serves as the recording secretary. Prior to assuming the responsibilities of this position, this individual served as a manager of a local retail business. This individual has three years of collegiate experience at NMJC. The director of the Lea County Cowboy Hall of Fame and Western Heritage Center reports administratively to the president.

The instructional sector of the college's two credit divisions are organized into departments. In the division of arts and sciences, the departments are: 1) humanities, 2) mathematics and science, and 3) physical education and athletics. In the division of business and technology/AVHS, the departments include: 1) computer science and design, 2) cosmetology, 3) business and office technology, 4) allied health, and 5) technology. There are eight departments in the credit sector of the college and eight department chairs. The chairs are full-time instructors who are given a stipend for the overload. Each chair is appointed by the institution's administration. Duties for the chairs include the scheduling of classes, ordering of textbooks, dissemination of information, as well as the collection of information and other administrative duties as needed by the dean. The department chairs report administratively to the appropriate dean.



College Governance

✱ *History*

New Mexico Junior College has had a governance policy in place since 1966. This policy has evolved as the college has grown and changed its mission and goals from primarily a junior college to a comprehensive full-service community college. From 1966 until 1979, NMJC had a strong faculty organization to which all professional staff belonged. Much of the decision-making process for the college was carried out through a committee structure that functioned as a part of the faculty organization, especially with regard to instructional matters. For example, a vote of no confidence by the faculty organization for the NMJC president in the spring of 1977 is perceived as one of several factors that was instrumental in his early retirement. In 1979 the college governance structure underwent extensive changes shortly after the arrival of the new president. The standing committees were re-organized and their members were broadened to include classified staff and students. The relationship of the standing committees to the faculty organization was severed, and standing committees were designated to serve in an advisory capacity to administrators responsible for the areas in which the committees functioned. An institutional council was also established to serve as a coordinating body for the various college standing committees.

In 1985, the on-site evaluation team's report listed a major concern related to internal governance. NMJC was required to prepare a comprehensive report concerning the college internal governance structure and the faculty evaluation system. This report was completed and a focused review was conducted by an on-site evaluation team in 1988. The report of this team evaluation concurred with NMJC's recommendations related to governance and faculty evaluation. This focused report and the evaluation team's on-site evaluation report was completed under the direction and responsibility of the current college president who was appointed president by the Board in March 1988 and started his assigned duties in April 1988.

As of 1994, the governance structure has again changed to reflect the policies of the current president. The institutional council was abolished. All committees report to the president of the college. [See the attached NMJC's governance organizational chart and description of the college standing committees.] The changes in the internal governance and committee structure were implemented to address the concerns listed in the 1985 on-site evaluation team report, which stated: "The institutional internal governance structure is not operating effectively. Lines of communication between administration and other units of college personnel are not meeting institutional needs."

Currently, the faculty senate reports directly to the president of the college. A strong communication linkage between the faculty senate officers and the president has been established. Informal monthly meetings allow for an exchange of views and information. Changes and modifications made because of recommendations by the faculty senate include: 1) making the summer schedule more flexible, and 2) changing the sick leave policy. The support and maintenance staff council meets regularly and has direct communication with the president related to its recommendations concerning the secretarial and

maintenance staff affairs. The present internal governance structure of NMJC is working effectively and communication between and among various units of the college has been greatly improved under the leadership and management style of the current president and his management team.

New Mexico Junior College believes that faculty, staff, and students should contribute and assist in formulating policies for the college. To ensure maximum input from all parties involved with the college, the following standing committees and advisory groups were developed and implemented. The president of the college appoints the members of each committee. It should be noted that policies must be recommended by the president and approved by the Board. The president obtains advice and suggestions from the following advisory councils: 1) The NMJC executive council (four members) meets weekly and consists of the vice presidents and the president. The executive council serves as a sounding board for the president. Ideas are discussed and strategies are formulated for future action. 2) The student senate's thirty members meet regularly. It consists of students elected by the student body. This governmental body addresses concerns pertaining to student life and the college environment. The student senate makes recommendations to the president. 3) The lay advisory committees meet at least once a year and consist of selected individuals from the service region representing the various vocational-technical fields in the business and technology and arts and sciences sectors of the college. The president may also appoint special ad hoc task forces to address concerns pertaining to college and economic development issues. 4) The administrative council, consisting of the president, vice presidents, and deans (eight members), meets semi-monthly. The purpose of this council is to acquire input and disseminate information from the represented areas. 5) The faculty senate (forty-one members) meets monthly during the academic year and consists of full-time teaching faculty who choose to join. The purpose of the faculty senate is to develop a working relationship between the president and the faculty. 6) The college council meets monthly. It consists of the president, vice presidents, deans, professional administrative staff, and the faculty senate president (fifty-five members). The aim of this council is to give the president input from a broader range of administrators and to serve as a communication link. 7) The support and maintenance staff council (sixty-four members) meets monthly. This group represents the secretarial and clerical staff, custodians, groundkeepers, and general warehousemen. This council addresses the issues concerning the support and maintenance staff. The various publics, customers, and clientele of the service region usually conduct no regular meetings. The president has an "open door" policy that encourages communication among the local citizenry and the college. All citizens served by the college are included in this group.

✱ *The Standing Committees*

The Admission and Academic Standards Committee membership includes a minimum of four administrators/professionals, four faculty (two from each division), and two students. The duties and responsibilities include, but are not limited to, the following: 1) policies and procedures related to admissions and academic standards to the president, 2) accepting and performing specific tasks for specific studies and making reports of these findings, 3) making proposals regarding needed research, 4) interviewing and approving or rejecting any student who is subject to academic suspension, 5) evaluating the status of transfer students (with the admission and records office) whose grade points are below 1.5 but who are not on academic probation, 6) advising the dean of admission and records of necessary action to be taken for students who do not meet standard admission requirements, 7) reviewing annually all graduation requirements, 8) recommending the approval or rejection of petitions for

substitutions and/or waivers in degree requirements, 9) reviewing annually the grading practice of the faculty to ensure academically sound grading policies, 10) reviewing annually the various academic standards of NMJC, and 11) reporting all actions of the committee to the president in a timely manner.

The Financial Aid Committee membership includes a minimum of four administrators/ professionals, two faculty (one from each division), and two students. The duties and responsibilities include, but are not limited to, the following: 1) making recommendations concerning policies and procedures related to financial aid to the president, 2) accepting and performing specific tasks for specific studies and making reports of these findings, 3) reviewing annually the financial aid procedures manual for suggested update and familiarization, 4) serving as a review board for the approval or rejection of written appeals for upgrade to probationary status by students that are on financial aid suspension, 5) assisting the financial aid office in monitoring and tracking scholarship awards to NMJC students, 6) recommending the awarding of scholarships, excluding activity scholarships, from the list of applicants according to any restrictions that may apply, and 7) reporting all actions of the committee to the president in a timely manner.

The Cultural Affairs and Community Development Committee membership includes at least one administrator/professional, two community development staff, and two faculty (one from each division). The committee is responsible for making recommendations concerning policies and procedures relating to cultural affairs and community development to the president. This body accepts, performs, and reports on tasks for specific studies. It makes proposals regarding research, serves as a liaison to community organizations, and helps identify and recommend programs in response to community needs. The committee also is involved in evaluating the community development program, coordinating funding for projects, and identifying projects worthy of financial assistance from the community development program.

The Curriculum Committee consists of a minimum of four administrators, four faculty (two from each division), and two students. This group deals with matters concerning the curriculum. It makes recommendations to the president and makes proposals regarding research and catalog changes. The committee reviews all proposed changes to be made to the instructional program, including new courses, methods of instruction, advising, and deletions of courses and programs.

The Instructional Resources Committee membership includes at least one administrator, two library staff, four faculty (two from each division), and two students. This committee is responsible for recommendations to the president concerning policies and procedures relating to instructional resources. Areas include leadership for faculty and staff in their utilization of the IRC, encouragement to use the IRC, plans for growth for IRC resources and programs, selection of resources, as well as accessibility to the IRC.

The Staff Development Committee consists of at least three administrators, three faculty, and three support/maintenance staff. This group is responsible for planning, organizing, and implementing an overall staff development program. It also reviews proposals for utilization of staff development funds.

The Student Development and Athletics Committee membership includes at least three administrators/professionals, three faculty, and three students. The duties of the committee include advising and assisting in matters pertaining to all areas of student development. This committee evaluates various activities recommended by student organizations, assists in the intercollegiate athletic program and all-sports banquet, functions as a liaison between NMJC and the community regarding the NMJC athletic program, and recommends innovative approaches in providing services to students.

The Welfare Committee consists of at least two administrators, two faculty, and two support/maintenance staff. This committee reviews and makes recommendations for all areas of employee welfare and/or benefits on a yearly basis. It also reviews federal laws and guidelines relating to equal opportunity and ensures that NMJC is in compliance with these federal laws and regulations.

The college governance structure is functioning effectively at NMJC according to evidence provided by investigations conducted during the institutional self-study process. The focused review and the current institutional self-study have been used to improve the total effectiveness of the college as a comprehensive community institution with a full-service mission, especially the college governance and communication linkages between and among the various units of the institution. The present president, his administrative team, and the faculty senate have made major contributions to the improvement of the various aspects of the college governance structure and communications within the college by working in a spirit of unity along with the membership of the various standing committees of the institution. The chairs of the college standing and planning committees have also supported the improvement of the governance structure and effectiveness of college governance and internal communications through their contributions and support for this process, especially through participation of the membership of the college standing committees and the leadership skills of these chairs.



Educational Programs

New Mexico Junior College has effectively organized its curriculum and courses of study to accomplish its mission and goals. According to the mission statement, "New Mexico Junior College is committed to the concept of lifelong learning. Learning and support service experiences will be created to serve the educational needs and wishes of the service area, including those who are educationally disadvantaged; those who are occupationally unskilled or underskilled; and those who desire avocational, recreational, or continuing educational activities." Accordingly, NMJC has formulated three instructional sectors whose primary functions are to organize and deliver the learning opportunities cited above. The major instructional sectors of the college are as follows: 1) arts and sciences, 2) business and technology, including the Area Vocational High School, and 3) continuing education and community development and services. Each of these sectors is headed by a dean or director and employs an adequate number of professional and support staff to carry out its functions. New Mexico Junior College's organizational structure of the curriculum for fall 1994 is shown on the following page.

*** *Arts and Sciences***

The primary objective of the arts and sciences division is that of providing teaching and learning activities in those disciplines most typically described as transferable to colleges and universities (college transfer function). The broad discipline of offerings includes: 1) communications, 2) social and behavioral sciences, 3) fine arts, 4) physical education, and 5) physical and biological sciences, mathematics, agriculture, waste management, and petroleum technology. Science and engineering programs are available for pre-professional training for dentistry, engineering, pharmacy, physical therapy, chiropractic, and medicine. In mathematics NMJC offers a range of courses from developmental/remedial levels through a complete calculus sequence and differential equations. The social sciences section of arts and sciences offers instruction in history, government, economics, law enforcement, psychology, sociology, and philosophy. In humanities, clientele may enroll in music, drama, art, and literature. Offerings in composition, literature, speech, and foreign languages emphasize the importance of words for modern communications. The physical education offerings embrace the NMJC philosophy that physical education courses not only provide activity but also encompass the broader educational aspects of physical fitness and wellness. Intramural activities and physical education courses emphasize lifelong sports and physical fitness and wellness. The physical education department also provides sports medicine and coaching courses. Developmental studies and general education are major components for the division of the arts and sciences.

NMJC's Organizational Structure of the Curriculum: Fall 1994

Full-Service Community College

Credit Divisions

Non-Credit Divisions

Arts & Sciences

Humanities

- English
- Speech
- Drama
- History
- Government
- Spanish
- Music
- Psychology
- Sociology
- Humanities
- Philosophy
- Fire Science
- Law Enforcement
- Developmental Studies
- English as a Second Language
- Reading

Mathematics/Science

- Biology
- Chemistry
- Physics
- Astronomy
- Electronics
- Agriculture
- Petroleum Technology/Environmental Science
- Developmental Studies
- Mathematics/Science

Physical Education/ Athletics

- Physical Education
- Theory & Activity

Business & Technology

Computer Science/Design

- Computer Science
- Design, Commercial & Computer Graphics

Cosmetology

Business/Office Technology

- Accounting
- Economics
- General Business
- AIB
- Office Technology
- Legal Assistant/Paralegal

Allied Health

- Nursing
- Medical Lab Technology
- Emergency Medical
- Medical Terminology
- Pharmacology
- Home Economics

Technology

- Welding
- Automotive Technology
- GM & Ford
- Woodworking
- Aviation
- Automotive

AVHS

- Automotive
- Cosmetology
- Computer Science
- Graphic Arts
- Computer-Assisted Drafting & Design
- Health Occupations
- Welding

Continuing Education

Avocational

- Baseball Camp
- NMJC Youth Academy
- Pruning
- Stained Glass
- Dog Obedience/Canine
- Good Citizen

Vocational

- Driver's Education
- Computer Science
- Real Estate
- Nursing BSN
- Legal Education
- Defensive Driving
- ENMU Outreach
- Prepared Childbirth/Childbirth Refresher
- Medic—First Aid
- Calligraphy
- Beginning Spanish
- Introduction to Private Investigation
- N.M. Laws & Wills
- Therapeutic Aquatics
- Certification of Automotive Refrigerant Recycling/Recovery
- Sign Language
- How to Build a Better Team
- Gourmet Cooking

Recreational

- Scuba Diving
- Western Dancing
- Clogging
- Basic "Critter" Making

Registry

- C.D.L.T.P.
- N.M.C.E.
- DWI School
- N.M.D.L.—DWI

Del Norte Center

- Fitness/Wellness
- Physical Therapy

Learning & Career

ABE/ESI/GED

- Literacy
- Citizenship
- English as a Second Language
- GED Preparatory
- Writing
- Science
- Social Studies
- Literature
- Mathematics

*** *Business and Technology***

The business and technology division offers opportunities for learning technical and vocational skills in a variety of business and occupational and career fields. Programs provide technical knowledge as well as extensive practical hands-on skills for students. Program offerings include accounting, automotive technology, business, business administration, computer science, cosmetology, design, commercial and computer graphics, finance, fire science, legal assistant/paralegal, legal secretary, management, marketing, medical laboratory technology, nursing, office technology, and welding. These programs give the clientele options which include certificate programs (nine and eleven months) and associate degree programs. Course requirements are carefully designed to provide general education requirements for entry level students wishing to terminate training at the certificate or associate degree level. Additionally, clientele planning to pursue a baccalaureate degree at the university level may expect strong transferability of NMJC course credits. All certificate and associate degree programs have required general education courses in their respective courses of study. The use of advisory committees, composed of representatives from business, education, and industry is an important factor in the planning, implementation, and operation of each business and technology program. The Area Vocational High School and Pre-Tech programs are conducted under the direction of the business and technology division.

*** *Continuing Education/Community Development and Services***

The NMJC continuing education sector exists to extend the college's commitment to lifelong learning, development, and services available to the residents of the college's service area. The basic goal for this sector of the college is individual development, community service, and the improvement of the quality of life in the service area through lifelong education. This sector works with individuals, clubs, groups, businesses, and government agencies to identify and mobilize resources that meet community and individual needs and brokers these resources between the college and these publics. The continuing education sector offers: 1) both general education courses that provide enrichment and self-improvement, as well as vocational/career oriented courses throughout the year. Courses that meet professional continuing education requirements of various state and national organizations, such as nursing and accounting, are also available. Nationally recognized Continuing Education Units (CEUs) are awarded for many of the 350-plus non-credit activities that serve area residents annually. 2) The extension center/continuing education sector acts as a broker in bringing, administering, and assisting with the development of upper division and graduate level courses and programs from various colleges and universities in the state, especially ENMU. 3) Campus facilities and equipment are available for community use. Room reservations and arrangements are made through the continuing education sector of the college. NMJC encourages the use of the campus for art exhibits, cultural events, conferences, meetings, seminars, and similar activities. 4) Through non-traditional programs, continuing education reaches out and serves surrounding communities. The non-traditional programs include mini-courses, telecollege, teleconference, and specialty college credit courses that are established in direct response to community needs and interest. By offering courses and programs outside the traditional time frames and delivery systems, NMJC is reaching service area segments that have not traditionally participated in collegiate programs and services. 5) The speaker's bureau is composed of faculty, staff, and administration at NMJC. Speakers are available to civic, service, educational, and other community organizations. 6) The campus facilities, programs, and exhibits are frequently toured by public school classes. The Lea County Cowboy Hall of Fame and Western Heritage Center is the most visited center

on campus. 7) Additional services and information for the community include: a) college personnel serving as consultants to local agencies, businesses, and groups; b) assistance in developing conferences, workshops, and seminars; and c) development of new credit and non-credit courses of interest to the college's service area.

In summary, arts and sciences provides college transfer credit programs and courses, general education offerings, and developmental studies; business and technology provides vocational-technical credit training; and continuing education/community services provides non-credit instruction in professional, vocational, and avocational fields. There is some crossover in these functions. For instance, arts and sciences provides vocational-technical training in petroleum technology and waste management and sponsors non-credit corporate fitness programs for various businesses and public entities. Business and technology provides college transfer programs, such as accounting, business, and management, and as well as providing non-credit assistance to persons through its small business assistance center. In addition, the Area Vocational High School and Pre-Tech programs are administered by the business and technology sector. Continuing education provides brokerage for delivery of upper division and graduate courses from various universities on the NMJC campus.

As a full-service community college, New Mexico Junior College strives to deliver its educational services at a time and place that accommodates its clientele. Many of its courses have both daytime and evening offerings, and both are available on and off campus. The campus is located in the north-south geographic center of Lea County; thus, it is accessible to all areas of the county within an hour's driving time. In addition, Seminole and Denver City, Texas, are within an hour's drive of the campus. The college also provides limited instruction at outreach sites in Tatum, Lovington, Hobbs, Eunice, and Jal. By definition New Mexico Junior College considers the college district to be its campus.

In the fall of 1994, NMJC offered 353 credit sections, with 837 classes provided for the 1994-95 collegiate year. These credit classes yielded 2,829 headcount and 1,618 full-time equivalency students. The yearly FTE production from summer, fall, and spring terms was 1,760. The instruction was delivered by fifty-nine full-time faculty, fifteen full-time professionals teaching part-time, and fifty-six part-time faculty (83.8 FTE faculty). The college for the collegiate year utilized 100.8 FTE faculty, with a faculty student ratio of 1 to 17.5 and an average class size of 21.9. Most of the teaching faculty hold a master's degree with at least eighteen graduate hours in the subject-matter field(s) in which they teach. Faculty teach from up-to-date course syllabi and utilize a variety of teaching/learning techniques of both traditional and non-traditional nature. Some examples of non-traditional instructional delivery include: 1) concurrent enrollment—high school students may receive both high school and college credit for certain courses; 2) area vocational high school—since 1966 NMJC has offered instruction to students from four county municipal high schools; 3) high school specials—with special permission, high school students are allowed to enroll for certain college credit courses at NMJC through concurrent enrollment; 4) college level examination program (CLEP)—college credit is given by passing a standardized examination in certain academic courses; 5) telecollege—students may take courses in business, government, and philosophy, which are broadcast over local cable TV; 6) interactive TV system (ITV)—headed by a consortium but coordinated by NMJC, the system links the five county municipal high schools with NMJC and College of the Southwest (CSW) for the purpose of providing instruction through an interactive television approach; and 7) adult basic education (ABE/ESL/GED)—administered by the college, instruction is offered in English as a second language and GED preparatory courses. These programs are offered on campus as well as in fifteen extension centers throughout the county.

✱ *Developmental Studies*

Since the fall of 1966, NMJC has provided instruction of a remedial nature through courses listed at one time as basic studies and in later years as developmental studies. The college has listed such instructional endeavors in its mission statement and goals and is committed to raising the educational level of all its clientele. In the fall of 1994, the college implemented a mandatory assessment and placement program for all incoming students. These programs necessitated increasing the number of sections of developmental offerings in English, mathematics, and reading ($42/353 = 11.8\%$ of total number of classes offered). The enrollment in developmental courses increased ($485-750 = 265$) 54.6 percent to a total of 750 cumulative students from the fall of 1993 to fall of 1994 and yielded 9.3 percent of all student credit hours generated at the college for the fall of 1994. The college's planning process is projecting that the developmental studies for the college over the next five years will generate approximately 10.0 percent of the total student credit hours during the fall semesters and 7.0 percent during the spring semesters.

Since 1989 there has been a noticeable decline in the basic skills of high school graduates and a noticeable increase of "returning students." NMJC recognizes the importance of student success and retaining students; therefore, since 1992 the college has expanded its efforts, financial resources, and faculty and staff in developmental instruction. The number of developmental clientele has increased dramatically over the past five years.

From the fall of 1989 to the fall of 1994, the enrollment of students in developmental studies increased from 304 to 750 cumulative clientele, an increase of 146.7 percent. The student credit hours generated increased from 828 SCHs to 2,250 SCHs in the fall of 1994, an increase of 171.7 percent. From the fall of 1993 to the fall of 1994, there was an increase of 265 students which represented a 50 percent increase in one year. Such a dramatic increase is probably due to the implementation of mandatory testing and placement that took effect in the fall of 1994.

In the fall of 1994, there were 567 students enrolled in developmental courses out of a 2,829 headcount. Thus, the students enrolled in one or more out of four developmental courses was 20.0 percent of the credit student population. Of the 567 students, 364 were enrolled in one developmental course, 124 were enrolled in two developmental courses, 76 were enrolled in three developmental courses, and three students were enrolled in four developmental courses. Most of the students enrolled in developmental courses were recent high school graduates. Of the 567 students enrolled in the fall of 1994, 59.3 percent were between the ages of 17 and 25. Eighteen percent were between the ages of 26 and 33. Between the ages of 34 and 41, there were 13.2 percent. Seven percent were between the ages of 42 and 49. And there were 2.5 percent that were 50 years of age or older. Approximately 60 percent of the students enrolled in developmental courses in the fall of 1994 were of average high school or collegiate age.

According to the college admission records, 65.3 percent of the 567 developmental students enrolled in the fall of 1994 were high school graduates. Twenty-four percent of the developmental clientele were GED graduates. Eighty-nine percent were high school graduates. Seven percent were non-high school graduates. Ten percent of the students were in special programs for high school students. Three were transfers from in state. Three were college graduates and two were transfers from out of state. Clientele that enroll in the developmental studies program have diversified career goals. In the fall of 1994, the largest percentage of the students claimed nursing as their academic and career goal. Twenty-one percent

designated general studies as their goal, while eleven percent listed an associate degree as their educational goal. Five percent were attempting to achieve a degree in a business field. There were various other career goals listed, such as physical education, secretarial, psychology, law enforcement, and allied health.

The Developmental Studies Program at NMJC will continue to expand and reach out to all clientele who are in need of academic development and basic skill improvement. This instructional program utilizes approximately 6.0 FTE faculty per year or 5.6 percent of the resources of the college FTE faculty for the collegiate year. In the fall of 1999, the developmental studies program will serve approximately 1,000 students in fifty sections at twenty students per section and utilize 10.0 FTE faculty, which will utilize about eleven percent of the FTE faculty.

✳ **General Education**

The basic purpose of all sectors of New Mexico Junior College is to support the educational program at the college. All college experiences which contribute to the intellectual growth and knowledge of the college's clientele are included in the concept of general education. The purpose of NMJC is learning and service. The college provides opportunities and learning activities that promote intellectual growth, social growth, aesthetic and cultural growth, and personal growth through lifelong learning experiences. New Mexico Junior College is committed to general education and the concept that learning never ends and is lifelong.

General education courses for students are included in all courses of study and are required for the associate degree and certificates of completion offered by the institution. 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. The general education courses offered at NMJC may be categorized as follows:

- 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.

General education offerings are also provided by the college through its continuing education option and activities. General education at NMJC is based on curricular patterns. Basic areas of academic study would typically include, but are not limited to the following:

Area I: Communications (9 semester credits required)

- Freshman Composition I—3 credits
- Freshman Composition II—3 credits
- Oral communications—3 credits (choose from public speaking or interpersonal communication)

Area II: Mathematics (2-3 semester credits required)

- Intermediate algebra or math course equal to or exceeding this level

- Area III: Lab Science (7-8 semester credits required—from one or two disciplines)
- Two lab science courses offered in the following disciplines: astronomy, biology, chemistry, environmental science, geology, or physics
- Area IV: Social and Behavioral Science (6 semester credits required—from one or two disciplines)
- Two courses offered in the following disciplines: anthropology, economics, geography, political science, psychology, or sociology
- Area V: Humanities and Fine Arts (9 semester credits required—from at least two different disciplines)
- Three courses offered in the following disciplines: fine arts, foreign language, history, humanities, literature, or philosophy

In 1995 the New Mexico legislature passed the Post-Secondary Education Articulation Act. This act directed the state's Commission of Higher Education (CHE) to establish and maintain a comprehensive plan to provide for the articulation of educational programs and facilitate the transfer of students between institutions. In establishing a statewide articulation plan, the commission shall define, publish, and maintain modules of lower-division courses accepted for transfer at all institutions and meeting prerequisites for lower-division requirements established for associate and baccalaureate degree-granting programs. The transfer modules shall include not less than thirty-five semester hours of general education college-level work. The CHE's transfer module of lower-division general education courses include the following:

- Area I: Communications—9 semester hours
- College-level English Composition I—3 hours
 - College-level English Composition II—3 hours
 - Public Speaking (oral communication)—3 hours
- Area II: Mathematics—3 semester hours
- College algebra
- Area III: Laboratory Science—8 semester hours
- General biology with laboratory—4 hours
 - General chemistry with laboratory—4 hours
 - General physics with laboratory—4 hours
 - Geology/earth science with laboratory—4 hours
- Area IV: Social/Behavioral Sciences—6 semester hours
- Economics—3 hours
 - Introductory sociology—3 hours
 - Political science—3 hours

Area V: Humanities and Fine Arts—9 semester hours

- Western Civilization I or II—3 hours
- Philosophy—3 hours
- Music appreciation or art appreciation—3 hours

The general education core curriculum already in place at New Mexico Junior College is in accordance with that issued by the commission.

✱ *Graduation Requirements*

✱ *Associate Degrees*

The NMJC Board is authorized to confer three associate degrees: Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). The associate degree requirements represent the firm commitment by NMJC to general education principles. These requirements are designed to develop the potential of all students, broaden their outlooks, and help them achieve a well-balanced education. The degrees awarded by NMJC, while they specify no major, document that the degree holder has completed basic requirements for the degree and sufficient electives to total sixty-four semester hours. The number of degrees awarded annually has increased from 161 in May 1989 to 171 in May 1994. This represents a 6.2 percent increase over the last five years.

✱ *Certificates*

Certificates of completion are also awarded by the Board. The certificates represent specific totals of hours completed in the range of subjects appropriate for each trade or technology/career field(s). Requirements for certificates are designed to produce, even within a specialized curriculum, a well-balanced, knowledgeable person. NMJC's commitment to general education is also reflected in the requirements for the certificates of completion. The number of certificates of completion awarded by the college has significantly increased. In May 1989 twenty-four certificates of completion were awarded by the college; five years later, in May 1994, ninety-seven students received certificates of completion. This represents over a 300 percent increase in students receiving certificates. This provides an excellent example of the college's ability to adjust its curriculum offerings to meet changing service area needs.

✱ *General Education Requirements*

In the Associate in Arts degree, NMJC requires 43 credit hours of the 64 total credit hours or approximately two-thirds of the college credit hours in general education. In the Associate in Science, 44 credit hours of the total 64 total credit hours are listed as general education. Even in the Associate of Applied Science, 19 credit hours in general education are required for graduation. General education courses are also required for all certificates of completion. The college utilized the following subject matter classifications in relation to general education graduation requirements: 1) behavioral science—psychology and sociology; 2) social science—history, government, economics, sociology, and philosophy; 3) humanities—English, art, humanities, music, speech, foreign language, drama, and philosophy;

4) laboratory science—chemistry, physics, biology, and astronomy; 5) mathematics—all courses with MA prefix; and 6) communications—speech and English. To satisfy the general education core curriculum, according to recent legislation, institutions of higher education in New Mexico will develop a common general education core of approximately 35 credit hours that will transfer between and among all the public institutions of higher education in the state. This legislation was passed by the 42nd legislature, first session, 1995. This core, according to the articulation section of HB#608, will be accepted in common among institutions of higher education in New Mexico as meeting approximately one-half of an associate degree and/or general education requirements at New Mexico's state-supported colleges and universities.

✳ *Articulation*

NMJC's curriculum articulates well to other institutions of higher education in New Mexico and West Texas. At a regular meeting, the NMJC Board adopted the following articulation policy addendum regarding the treatment of native and transfer students: "To further enhance articulation between all state-supported institutions of higher education in New Mexico, New Mexico Junior College adopts the principle of treating transfer students as native students in the application of credit toward certificates or degree requirements." This statement was adopted by the various governing boards (board of regents and board of trustees) of the six universities and colleges and the seventeen two-year colleges in the state. This articulation concept was promoted by the New Mexico Commission on Higher Education. The college's courses are highly transferable to institutions of higher education throughout the U.S. and the world. The following institutions of higher education serve most of NMJC's transfer students: 1) New Mexico State University, 2) Eastern New Mexico University, 3) Texas Tech University, 4) College of the Southwest, 5) University of New Mexico, 6) Texas A&M University System, 7) University of Texas System, and 8) New Mexico Institute of Mining and Technology. Clientele from NMJC have transferred to approximately 300 colleges and universities in the U.S. and the world.

✳ *Subject-Matter Majors*

Although degrees awarded by the college show no specific major, clientele indicate majors on their degree plans. The following illustration shows the subject majors listed by students for the fall of 1994 semester. A number of general studies courses and basic requirements courses assist students who are undecided about a major field(s).

Enrollment by Student Majors

By Division

Fall 1994

<u>Arts/Sciences</u>		<u>Business/Technology</u>		<u>General Studies</u>	
Agriculture	70	Computers	110	General Studies	873
Education	292	Cosmetology	29		
Physical Education	55	Industrial Education	1		
Engineering	39	Petroleum Technology	17		
English	11	Paralegal	50		
Speech & Drama	5	Auto Technology	58		
Biology	22	Drafting	51		
Mathematics	2	Welding	10		
Chemistry	11	Medical Laboratory	92		
Physics	1	Nursing	384		
Psychology	95	Business Administration	170		
Law Enforcement	50	Accounting	115		
Fire Science	32	Office Technology	119		
History	13	Real Estate	2		
Government	6				
Sociology	13				
Art	18				
Music	13				
	-----		-----		-----
Totals	748		1,208		873
	26.4%		42.7%		30.9%

Summary:	Arts/Sciences	26.4%
	Business/Technology	42.7%
	General Studies	30.9%

		100.0%

*** *Innovations, Changes, and Non-Traditional Delivery Systems***

New Mexico Junior College has evolved a flexible curriculum and instructional program which allows the college, as part of its standard operation philosophy, to develop and implement contemporary ideas in curricula and innovative instructional techniques and procedures. These approaches may not be innovative in higher education nationally, but are being developed and implemented for the first time at NMJC, growing out of the character of the student body and the culture of the college service area. New Mexico Junior College prides itself on being able to respond rapidly to the needs and wishes of the service area citizens.

Because of its operational philosophy and local autonomy, NMJC utilizes, when appropriate, various non-traditional systems of delivering instruction. One example is the college interactive TV network that was implemented in the fall of 1994. The college, in an effort to facilitate its mission through learning and service, implemented an interactive TV program as part of a county-wide educational consortium (comprised of five municipal school districts, College of the Southwest, and NMJC) made possible by a major grant from a private foundation. Through the program, students who are restricted by distance can attend college courses at outreach sites (Tatum, Lovington, Hobbs, Eunice, and Jal) throughout Lea County. In the fall of 1994, there were 264 students participating in the interactive TV program. Fifty-six percent of the participants were high school students earning concurrent enrollment credit. Those students attending classes at the NMJC ITV site comprised 57.6 percent of the clientele. The remaining 21.2 percent students were collegiate distance education clientele who took the course offerings at one of the outreach locations in their home communities. Twenty-four credit hours or eight courses were offered in the fall of 1994 via interactive TV. These courses were as follows: 1) psychology, 2) marketing, 3) accounting, 4) interpersonal communication, 5) sociology, and 6) marriage and the family. This program has great potential as a non-traditional educational delivery system, especially in taking education to the work place.

NMJC's interactive television system is a two-way audio/video network which links the five public high schools and the College of the Southwest (CSW—a four-year private college). The ITV system, which operates over telephone lines (fiber optic and microwave), provides broadcast capabilities on a twenty-four hour per day basis. Each site has the ability to transmit programming to or receive programming from any of the seven sites. These transmissions can be done simultaneously. For example, NMJC could transmit to sites number two and three while site four could be transmitting to site number five, while site number six could be transmitting to site number seven. NMJC serves as the control site to electronically link the transmitting and receiving sites. A full-time technician at NMJC operates and maintains the ITV system.

The offerings on the ITV system are managed by the Lea County Distance Education Consortium. The president of the two colleges and the superintendents of the five public schools serve as the consortium board. The initial hardware for the ITV system was funded by a grant from a private foundation. Operational costs of the system— telephone line charges, salary for the technician, and upkeep and replacement costs—are paid on an equal basis by each of the seven consortium members.

The ITV system was implemented primarily to assist the public high schools in providing a broader offering of courses. NMJC assumed the role of offering college courses to selected high school juniors and seniors under New Mexico's concurrent enrollment provision. This provision allows colleges to offer courses to high school students for which the students receive both high school and college credit.

Both the college and the high school receive state funding for offering the courses. Furthermore, NMJC also offers a variety of college courses during the evening. CSW provides teacher education courses for the public school teachers. Programs will also be provided for federal, state, and local government agencies. Program and activities which provide continuing education units (CEUs) will be offered to health providers and law enforcement. After the ITV system is firmly established, consideration will be given to applications for business and industry.

Another example of NMJC's flexibility involves the recent acquisition of the Del Norte Center. This wellness and fitness center was donated to NMJC by a holding company partnership. The college completely renovated and refurbished this facility. It is currently being managed under the continuing education/ community services office at NMJC. This facility is an excellent example of the community-based operation that is directly related to the mission and goals of a comprehensive community college with a commitment to physical fitness, wellness, and health. The college offers credit and non-credit physical education, fitness, wellness, and health-related courses and activities, especially for senior citizens. Currently the membership is over 200 with a potential of 500 members without need for additional facilities.

New Mexico Junior College continually seeks and responds to the educational needs of its service area. In addition to implementing new programs, courses of study, and courses where needed, it also closely monitors on-going programs. All credit programs and courses are evaluated annually by the administrative staff, and deletions or changes are made when necessary. The college standing committee on curriculum and the college planning committee on curriculum review the curriculum offerings and make recommendations concerning their deletions and/or additions. Additions, deletions, or changes which have occurred since the mid-80s are as follows:

Arts and Sciences

New

- Drama (Stage Craft)
- Environmental Tech
- Agriculture
- Developmental Studies
 - Preparatory Biology
 - Reading Classes:
 - Basic
 - Reading Improvement
 - Developmental
 - College Preparatory

Music

- Fundamental of Voice

Deleted

- Journalism
- Debate
- Review of English II

Business and Technology

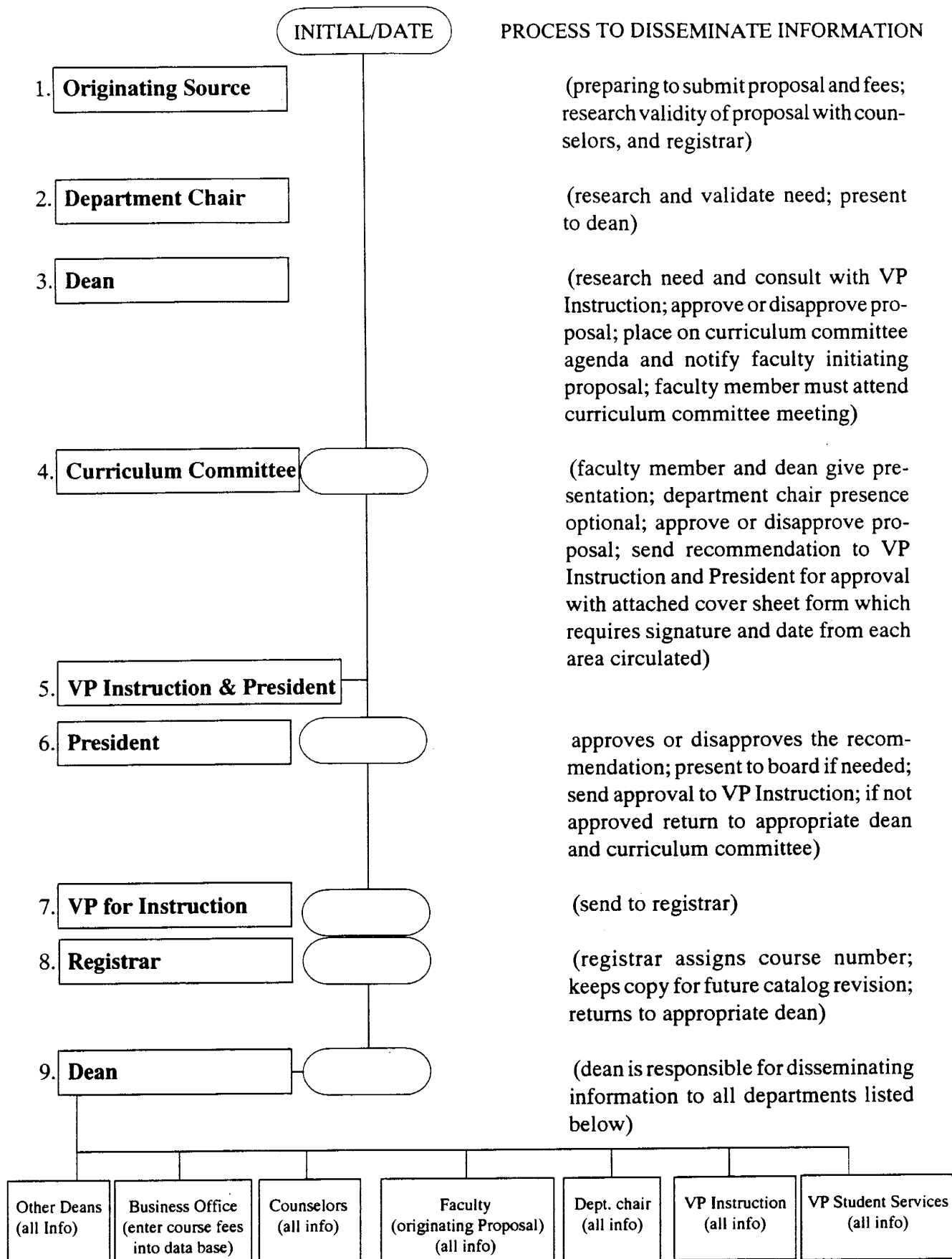
New

- Cosmetology
- Legal Assistant Paralegal
- Legal Secretary
- Ford ASSET
- General Motors ASEP
- Phlebotomy

Deleted

- Building Trades
- Mid-Management
- Machine Tool

Flow Chart for Curriculum Committee Recommendations



*** *Flow Chart for Curriculum Changes***

A strong curriculum is the backbone of any institution. In order to have a strong curriculum and meet the needs of a changing society, it is necessary to evaluate programs, implement changes, and develop new curriculum. The following flow chart is the instrument used by NMJC to accomplish this endeavor. In studying the flow chart one can readily see that the entire instructional family is involved in this process. This system serves New Mexico Junior College quite well and informs the appropriate people of curriculum development.

The primary mission of NMJC is instruction—teaching and learning. The curriculum should provide the institution's service area with a variety of quality, lifelong learning opportunities. Therefore, the central focus of the instructional program is teaching and learning based on a teacher-centered philosophy of instruction. While self-paced, computer-assisted, televised, and other approaches to education have an important place in the college's educational delivery system, the most important element in the instructional program is the teacher. The teaching faculty, both full-time and part-time, credit and non-credit, are the institution of higher education's greatest resource. And while public service to the college community is important, New Mexico Junior College concentrates on the art and science of teaching and learning. This philosophy is reflected in the college's budget, in its staff development program, in the size and diversity of its IRC, in its planning and management processes, and in its instructional program.

NMJC, in its on-going strategic and long-range planning process, looks to future alternative learning systems. Some programs in the telecommunications area of instructional delivery will be fully implemented and monitored, but maintenance of a quality faculty and the emphasis on a teacher-centered philosophy will be maintained. The instructional program of NMJC is designed and monitored to fulfill the mission and goals of the college in meeting the needs of the service area as a full-service community college with approximately a 60 percent transfer/academic/general education/developmental studies to 40 percent technical-vocational career mix.

The clientele-centered curriculum of the educational program, focusing on teaching and learning, is best illustrated by the NMJC curriculum offerings: patterns of growth from the fall of 1989 through the fall of 1994 with student growth potential 1995-2000 are listed as follows:

Cumulative Enrollment by Discipline

College Credit	1	2	3	4	5	6	7	8	9	10	11	12
Arts and Sciences												
• Disciplines:												
•• Agriculture	48	38	55	58	72	105	87	69	48	71	68	2
•• Drama	-	22	28	*14	-	-	-	-	-	-	-	0
•• English	758	665	794	714	773	732	925	819	903	835	900	3
•• Humanities	23	20	21	12	19	15	-	-	-	-	-	0
•• Journalism	72	82	67	73	50	64	-	-	-	-	-	0
•• Reading	84	85	81	115	98	100	177	109	115	94	196	4
•• Psychology	456	338	453	359	501	487	661	530	669	538	606	3
•• Sociology	155	152	136	159	139	154	170	153	167	173	201	3
•• Speech/Drama*	149	141	140	152	166	176	166	210	218	245	223	4
•• History/Government	476	413	479	442	434	384	530	520	517	517	546	3
•• Philosophy	21	13	18	26	23	37	38	43	45	29	30	2
•• Art	156	171	157	167	142	143	149	170	150	195	183	4
•• Music	114	118	127	120	108	126	146	142	131	152	124	3
•• Spanish	59	60	87	66	51	69	95	84	83	83	92	4
•• Biology	318	320	310	310	346	354	366	342	395	355	366	3
•• Chemistry	93	63	125	85	119	84	116	78	104	76	133	3
•• Medical Terminology	-	-	40	-	39	-	50	-	46	-	43	3
•• Mathematics	480	421	490	426	572	530	679	641	747	665	777	3
•• Physics/Electronics	36	38	32	11	42	45	37	11	31	11	25	3
•• Physical Education	1,087	1,133	1,079	1,084	1,214	1,200	1,274	1,198	1,123	1,049	1,206	4
••• Total Arts & Sciences	4,585	4,293	4,679	4,393	4,869	4,805	5,616	5,119	5,443	5,086	5,849	4
• Programs:												
•• Law Enforcement					66	82	96	79	82	63	61	3
•• Fire Science					27	24	48	62	55	54	40	3
•• Petroleum Technology					35	30	28	52	22	31	7	2
•• Waste Management (HM)									44	27	22	4
•• Pre-Engineering												3
•• Pre-Medical/Pre-Dental												3
•• Developmental Studies	304	212	329	309	374	254	534	394	485	450	750	3
•• PE/Fitness/Wellness/Sports Health												3

*Speech/Drama combined—fall 1991

Key:	1	=	1989 fall cumulative enrollment
	2	=	1990 spring cumulative enrollment
	3	=	1990 fall cumulative enrollment
	4	=	1991 spring cumulative enrollment
	5	=	1991 fall cumulative enrollment
	6	=	1992 spring cumulative enrollment
	7	=	1992 fall cumulative enrollment
	8	=	1993 spring cumulative enrollment
	9	=	1993 fall cumulative enrollment
	10	=	1994 spring cumulative enrollment
	11	=	1994 fall cumulative enrollment
	12	=	Potential for enrollment increase 1995-2000

• 0 = eliminate—• 1 = low—• 2 = fair—• 3 = average—• 4 = good—• 5 = excellent

NMJC Curriculum Offerings: Patterns of Growth—Falls 1989-94 with Student Growth Potential for 1995-2000

College Credit	1	2	3	4	5	6	7	8	9	10	11	12
Business and Technology												
• Disciplines:												
•• Accounting	102	116	104	118	143	137	156	148	150	108	129	5
•• Automotive	49	51	39	21	27	53	58	46	60	50	102	5
•• Banking	12	19	20	-	11	-	17	11	-	14	20	2
•• Business/Business Law	66	77	24	71	102	93	112	173	141	127	150	5
•• Computer Science	401	438	511	496	492	517	510	531	473	610	492	5
•• Drafting/CAD	93	116	115	119	104	131	134	131	141	141	*114	5
•• Economics	77	71	79	81	79	58	75	97	69	76	71	3
•• EMT	46	-	45	-	24	25	29	29	19	29	17	5
•• Graphic Arts	11	15	10	12	11	10	13	24	10	11	-	4
•• Ground School	-	-	-	-	-	-	-	-	-	-	15	2
•• Machine Tool	37	34	28	27	5	8	-	-	-	-	-	0
•• Mid-Management	88	86	85	97	-	-	-	-	-	-	-	0
•• MLT	20	18	27	26	56	24	44	22	43	40	18	5
•• Nursing	204	225	258	209	318	444	412	216	311	374	**443	5
•• Real Estate	36	-	-	-	-	14	20	24	9	-	-	2
•• Office Technology	439	330	429	421	441	423	433	376	360	369	415	3
•• Welding	39	28	35	29	31	32	41	31	46	40	36	2
•• Woodworking	14	9	19	16	15	9	14	16	14	16	10	1
•• ASEP (GM)	57	45	45	60	62	54	51	68	45	39	36	5
•• ASSET (Ford)	-	-	57	48	39	52	54	48	45	60	26	5
•• Nutrition	-	-	-	-	-	-	-	79	-	64	-	5
••• Total B & T	1,791	1,678	1,930	1,851	1,960	2,084	2,173	2,070	1,921	2,168	2,537	4
••• Grand Total	6,376	5,971	6,609	6,244	6,829	6,889	7,789	7,189	7,364	7,256	8,386	4
• Programs:												
•• Area Vocational High School (AVHS)											151	4
•• Automotive Technology												5
•• Allied Health												5
•• Computer Graphics/Design												5
•• Child Development (Child Care Activities)												4
•• Cosmetology (AVHS & Concurrent Enrollment)											153	5
•• Paralegal											139	5
•• Transportation Technology Associate Degree Programs												5
*Includes AR 123B												
**Includes HE 113 & DS 111												

Key: 1 = 1989 fall cumulative enrollment
 2 = 1990 spring cumulative enrollment
 3 = 1990 fall cumulative enrollment
 4 = 1991 spring cumulative enrollment
 5 = 1991 fall cumulative enrollment
 6 = 1992 spring cumulative enrollment
 7 = 1992 fall cumulative enrollment
 8 = 1993 spring cumulative enrollment
 9 = 1993 fall cumulative enrollment
 10 = 1994 spring cumulative enrollment
 11 = 1994 fall cumulative enrollment
 12 = Potential for enrollment increase 1995-2000
 • 0 = eliminate—• 1 = low—• 2 = fair—• 3 = average—• 4 = good—• 5 = excellent

Special Programs:	1	2	3	4	5	6	7
• Automotive (GM & Ford)	154	225	263	436	230		5
• Area Vocational High School (AVHS)	47	87	**110	**111	**132	**151	***4
• ABE/GED/ESL	2,700	3,401	3,424	3,577	2,698		5
Career Center (career outreach)			8,436	9,955	10,745		5
Testing Center			16,669	17,898	18,540		5
• Continuing Education	1,639	1,083	1,639	2,592	2,772		4
• Kid's Kollege							3
• Evening		46	36	79	-	-	
• Summer		261	351	378	-	-	
Community Service Participants* (estimate)	12,000	11,000	10,000	10,000	13,000		3

NOTE: Overall estimate of student growth potential over the next five years = 4 (Good)!

* Utilization of college facilities (not including athletic contests)

** 1991-92 concurrent enrollment started: college credit provided @ seven credit hours per student per semester $132 \times 14 = 1,848$ student credit hours/30 = 61.1 yearly FTE student

*** Four rating only with the continuation of concurrent enrollment legislation

Key: 1 = 1989-90 headcount enrollment
2 = 1990-91 headcount enrollment
3 = 1991-92 headcount enrollment
4 = 1992-93 headcount enrollment
5 = 1993-94 headcount enrollment
6 = 1994-95 headcount enrollment
7 = Potential for enrollment increase 1995-2000

- 0 = eliminate
- 1 = low
- 2 = fair
- 3 = average
- 4 = good
- 5 = excellent



Support Programs for the Community

*** *Services, Programs, and Facilities Offered***

In addition to the traditional education and instructional services provided, New Mexico Junior College provides a diverse variety of opportunities, facilities, and services to the community which it serves. These services and opportunities range from the Lea County Cowboy Hall of Fame and Western Heritage Center to instructional courses such as English as a Second Language, computer courses, and small business assistance programs. NMJC's community programs are designed to promote the educational, vocational, avocational, and civic needs of the community. The following represents a synopsis of the programs, services, and facilities available to the community through NMJC.

*** *Small Business Development Center***

The Small Business Development Center (SBDC) is part of a statewide network of seventeen centers providing a needed service to their respective business communities. The goal of the SBDC is to assist in creating a more educated, confident, and self-reliant business community, while promoting economic growth and progress within the community. To accomplish this goal, the SBDC provides one-on-one counseling, computer assistance, a reference library, and workshops/seminars. The lifeblood of the SBDC is one-on-one counseling. This counseling mainly involves assisting clients in preparing business plans and loan packaging. Additionally, counseling is provided in such areas as financial analysis and cost control, marketing, government procurement, research and development, international trade, and business sale or liquidation. The SBDC further serves its clientele through a computer lab and reference library made available to the clients.

*** *Learning and Career Services***

The learning and career services program provides instructional courses including: Adult Basic Education (ABE), Graduation Education Diploma (GED), and English as a Second Language (ESL). Additional services made available to the community include: a learning laboratory, a testing center for commercial driver's license (CDL), contractor's examinations, aptitude test batteries, job placement services, resume services, financial aid assistance and workshops, career information services, and special needs services. Workshops and resource/referral services are also available through the learning and career services program.

*** *Pannell Library (IRC)***

Pannell Library offers a variety of services for non-students including inter-library loans/non-student borrowing. Other services provided by Pannell Library of interest to the community include: workshops on subjects such as copyrights/book repair, first search databases, consultations with area libraries,

Internet access, and AV/TV rentals to the public. Pannell Library also produces videos for the public, such as United Way ads, commercials, and safety videos.

*** *Fine Arts***

The fine arts department of NMJC offers music, art, and theater. Regularly scheduled performances in the areas of music and theater are offered to the community in the fall and spring of each year. Facilities are also made available to the community for exhibits and art shows. "The NMJC Sensations" performs for civic clubs, schools, and businesses in the community. Programs are free of charge and performances are scheduled throughout the year. Fine arts also serves as consultants to various agencies and schools.

*** *Allied Health***

In conjunction with the NMJC nursing program, allied health offers blood pressure clinics, information to community registered nurses, referrals to local health care systems, and assistance in re-licensing. Allied health is an approved provider of CEUs required for licensed practical nurses and registered nurses for licensure in New Mexico and Texas.

*** *Minority Recruiting, Placement, and AMP***

As a service to NMJC minority students and the community, NMJC offers the following services: furnishes lists of qualified job applicants to area, county, and state employers; assists employers in compiling job descriptions and posting of positions on campus; hosts on-campus job interviews and job fairs; provides resume services to students, alumni, and community patrons; mails community information packets to area, county, and state employers on demand from students or employers; and mails flyers to employers advertising job placement office services.

*** *Caster Activity Center***

Besides offering facility usage to the community for a nominal fee, Caster Activity Center (CAC) offers camps for children in the areas of baseball, basketball, and cheerleading. CAC also offers a corporate fitness program, available to local corporations and municipal governments. Finally, the community is encouraged to attend any sports function held at NMJC and/or support the athletic program through joining the NMJC Booster Club.

*** *Petroleum and Environmental Technology***

The petroleum and environmental technology department offers a variety of services to the community in addition to the traditional credit courses. These services include: workshops, professional certifications, public/private usage of facilities, employee referral, resource leveraging between HOWE Lab and the community, technology transfer, and process waste assessment assistance.

*** *Community Development and Continuing Education***

The purpose and goal of the community development/continuing education department is to provide programs and services to the community. Programs that are an integral part of this service are community service classes, such as Western dance, painting, and special interest topics. CEU courses are offered as part of professional development for lawyers, judges, CPAs and other professional careers requiring CEUs. A variety of seminars and workshops are offered throughout the year along with specialized training such as commercial driver's training, DWI school, defensive driving, and childbirth. Additionally, examinations are proctored for contractors, real estate, and technician certification. Facility coordination for public and private usage on the NMJC campus is coordinated through the community development/continuing education department. The department is also charged with the responsibility of public information which is provided in the form of the "Thunder Enlighten" newsletter; press releases to newspapers, radio, and television; and a weekly events calendar.

*** *Area Vocational High School and College/University Extension Courses***

In conjunction with credit courses, NMJC provides specialized services through its instructional sector. Area Vocational High School (AVHS) provides entry level vocational training for high school students in the NMJC service area. Upper level courses are provided on the NMJC campus under the coordination of community development. These courses are offered by regionally accredited institutions such as Eastern New Mexico University, University of New Mexico, and New Mexico State University. Undergraduate and graduate courses are available through this program.

Support Services for Students

New Mexico Junior College provides a variety of services to assist in the recruitment, retention and success of students. The student services on campus are designed to help students with problems that they may encounter as they pursue their academic goals. The services seek to provide information, explanations, and aids to personal growth. Areas included in student services are recruitment, admission and registration, financial aid and scholarships, assessment for course placement and testing, counseling including advisement and orientation, housing, student activities, athletics, job placement, intramurals, support services for special students, career information center, food services, discipline, and security.

*** *Recruitment***

The office of student recruitment was created in 1991 and is responsible for disseminating information about New Mexico Junior College to prospective students and encouraging the prospects to know the advantages of choosing NMJC. The recruiter travels to visit over 100 high schools in New Mexico and a dozen high schools in Texas. The college added an 800 number in 1993 to facilitate student contact with the college. In 1994 the college broadened its minority recruitment effort, especially in the areas of mathematics, science, engineering, computers and agriculture by the addition of a grant and minority recruiter.

During the 1993-94 collegiate year, 2,580 contacts were made by the college recruiter. In addition, the minority recruiter awarded twenty-two Alliance for Minority Participation scholarships and admitted a total of twenty-nine into the AMP program.

*** *Admission and Records***

The admission and records office administers the college's open door admission policy; whereby, all high school graduates can be admitted as well as anyone who has passed the GED or whose high school class has graduated. The college also admits high school juniors or seniors who have the permission of their high school principal to attend. Students who are in good standing or on probation from another college can be admitted, and those on suspension are eligible to be considered for admission. The college does have secondary admission processes to various programs such as automotive, medical laboratory technology, nursing, and phlebotomy.

The other functions of the admission and records office are on-line registration, veteran certification, transcripts, verification of good standing for insurance companies, coordination of graduation ceremonies, class rolls, athletic eligibility reports, verification of graduation and issuance of diplomas, student directory information, evaluation of other college's transcripts, student tracking reports, enrollment reports and analysis, articulation agreements with other colleges and universities, identification of students for scholastic honors or membership, student identification cards, foreign student admission and coordination with INS for student visas and grade reports.

*** *Financial Aid***

The financial aid office offers a wide range of financial services including scholarships, federal and state grants, loans, and work programs. The federal Title IV programs that the college currently participates in are Pell Grant, Supplemental Education Opportunity Grant, Federal College Work Study, Stafford Loan, Direct Stafford Loan, Plus Loan and Direct Plus Loan. The state of New Mexico programs are Student Incentive Grant, State Work Study, Scholars Scholarship, Child Care Grant, Nursing Loan, Allied Health Student Loan for Service and the Southwestern New Mexico Minority and Handicapped Teachers Scholarship.

With local dollars from the institutional budget and funds given by the NMJC Foundation and area individuals or businesses, the college also offers an institutional work study program, Edith Search Work Study, athletic grants-in-aids, scholarships based on outstanding grades, or achievement in specific areas such as choir, drama, or agricultural activities.

During the 1994-95 collegiate year, 1,701 unduplicated students participated in the college financial aid programs. Approximately 40 percent of the unduplicated students (4,253) from the 1994-95 year received financial aid, which totaled \$3,701,954.

*** *Assessment and Testing***

The college is involved in a variety of testing programs including classroom testing given outside of class time; initial course placement and ability to benefit using the ASSET; correspondence exams administered for various universities and colleges; professional licensure exams for dental fields, insurance, real estate and contractors; commercial driving licensure examinations, college course challenge exams such as the College Level Examination Program (CLEP); certification examinations given for the automotive area (ASE); pre-GED testing; college entrance examinations (ACT and SAT); career decision-making instruments such as the Strong Campbell, Career Assessment Inventory, Career Decision Making Inventory (CDM), System of Interactive Guidance and Information (SIGI), Guidance Information System (GIS); and examinations (TABE and GATB) for approved agencies such as the Department of Labor and the Department of Vocational Rehabilitation. Some of the testing programs are administered by the counseling office, some by the testing center, and some by either the Handicapped/Vocational and Special Services Coordinator or the Job Training Partnership Specialist.

The college has adopted a policy that all degree seeking students and students who will be enrolling in their first college English or mathematics class must have a current ACT or SAT score on file with the college or must take the ASSET. The ASSET test is also used by the college to comply with the federal law of the Ability to Benefit for financial aid recipients. All students taking the ASSET complete the educational planning form to determine which tests they need. The tests are administered and scored in the testing center and the students are sent to the counseling office to have the results interpreted.

During the 1993-94 collegiate year, 972 ASSET tests were administered and a total of 18,540 tests were administered in the college testing center.

*** Counseling**

NMJC employs a director of counseling and three full-time counselors to help students explore and plan their careers and plot their academic plans to reach their career goals. Counselors assist students in deciding on an academic major, changing their major, selecting classes each semester that are consistent with their major, determining the transferability of courses, acquiring study skills to be successful, making decisions and exploring ways to deal with problems that hinder students' progress toward their academic/career/personal goals. The counseling office is also responsible for orientation, coordinating the faculty-based academic advisement program, conducting follow-up studies of graduates and the campus environment study, administering the college assessment program and testing program, and working with the career center to help on-campus students with career decision making.

During 1993, the counseling staff had 21,567 contacts with students, community members, or faculty and handled 8,544 calls. During 1994, the counseling staff had 26,956 contacts with students, community members, or faculty and handled 9,387 calls.

*** Advisement**

The college has a faculty-based advising system to augment and complement the career and academic advising provided by the counseling office. The faculty-based advising system is coordinated by the counseling office, which trains new faculty advisors, assigns students to faculty advisors, and provides advisors with the academic records that they need. Each student who enrolls for twelve or more credits or intends to earn a degree from the college is assigned a faculty advisor in his or her major. If students are undecided about their major, they are assigned to the counseling office until they decide. The overall intent of the advising system is to evenly distribute students among the faculty so they have a reasonable number of students whom they know and whose progress they follow. Faculty are not usually used as advisors until they have been at the college for one year and have completed the faculty advisor training.

During the 1993 fall semester, 1,658 (62%) students were assigned to a faculty advisor. In the spring of 1994, 1,608 (60%) students were assigned to a faculty advisor.

*** Orientation**

The college has two primary approaches to student orientation programs. The orientation programs are based upon the belief that students have a better chance for success if they have the necessary learning skills and are provided with information about the college, key services, and major policies and procedures. The first orientation program consists of a general session covering the history of the college, major services, structure of the college, different degree plans, key academic policies, keys to academic success, the difference between high school and college, and ways that a student can become more involved in college life. This general session ends with the students being sent to meet their academic advisor to review their first semester schedule, to learn how their academic advisor will be able to assist them, and to learn the location of their classes. The students are also given information about the five student success workshops in listening skills, note taking, mnemonics devices, test taking, and time management. The sixth part of this orientation program is the recommended meeting with the student and the academic advisor to review the student's degree plan. The seventh part is the midterm meeting of the student with the advisor to pick up the midterm grades and to plan the strategy for the rest of the

semester. The orientation program reaches its semester conclusion with the advisor and advisee meeting to register for the following semester. The general session and the student success workshops are regularly videotaped and placed in the learning lab to allow students who missed the live presentation to view them and to allow students to view them again, if necessary. In some cases, the college allows students to meet with one of the counselors to participate in an individualized orientation session to cover all the topics.

In 1991 the college started a second orientation program as an alternative and expanded ways for students to meet the mandatory requirement of orientation for a degree in order to provide more time to acquire and/or improve their learning skills. It is a two-credit hour class called *Becoming a Successful Student*. The class covers the major topics of goal setting, time management, memory, reading, note taking, and test taking. Optional chapters include information on diversity, communication, money, health, and creative thinking. The class also covers the support services, academic policies, rules, and regulations of the college.

In the fall of 1993 and the spring of 1994, 467 students attended a general orientation session, 77 students attended individualized orientation sessions, and 193 students enrolled in PS 112W *Becoming a Successful Student*.

*** *Housing***

In the fall of 1991, NMJC opened its first two residence halls with a maximum occupancy of 103 residents in each hall. The halls are designed around the suite concept consisting of two rooms with up to two students per room who share a common bathroom and shower. The rooms have built-in furnishings, central heating and air conditioning, mini-blinds and connections for telephone and cable television. Some rooms are specifically designed for students who are physically challenged. All full-time students are required to live on campus unless the student is in-district, commutes from his/her permanent residence, is married, is a veteran, or is twenty-one years or older prior to the first day of classes. Those exempted can choose to live in the residence halls.

During the fall of 1993, 177 students lived in the residence halls and 155 students lived in the halls during the spring of 1994. In the fall of 1994, 188 students chose to live in the residence halls and 160 students resided in the halls during the spring of 1995.

*** *Student Activities***

The student activities office directs and oversees the student senate, the college's activities program, the game room, and the student organizations on campus. Traditional activities sponsored by the senate include dances, contests, and various games.

The student senate is the representative and governing body of the students at New Mexico Junior College. The senate formulates, interprets, and votes on the rules and regulations that affect each student primarily in academic areas and extracurricular areas. Senate members may serve with the NMJC faculty and staff on some of the college standing committees in an effort to best represent the students who elected them. These students participate in committee discussions and assist the committee as a whole to better understand the student's point of view.

In the 1993-94 collegiate year, 58 activities were available to the students.

*** *Intramurals***

To augment the activities program of the college, an active intramural program is offered to give students the opportunity to compete in athletic events outside of intercollegiate level competition. The activities may include but are not limited to flag football, racquetball, basketball, tennis, badminton, volleyball, and soccer. Other sports and activities, such as pool tournaments, are offered upon a demonstrated interest basis.

In the collegiate year of 1992-93, seven activities were available with 285 participants. In 1993-94, eleven activities were available with 373 participants.

*** *Athletics***

The college, through the Western Junior College Athletic Conference and the National Intercollegiate Rodeo Association, participates in four men's and two women's intercollegiate sports. The men compete in golf, baseball, basketball, and rodeo, and the women compete in basketball and rodeo. The college also has a cheerleading squad. In the past year the men's basketball team advanced to the final eight teams and the golf and baseball teams were ranked in the top ten teams in the nation. The rodeo team had several members who finished high in the regional standings.

During 1994, the college had 124 students participating in intercollegiate athletics, and these students were involved in a total of 128 games, rodeos, or matches.

*** *Support Services for Special Students***

The special service office, in cooperation with the State Department of Education, provides services to clients who are temporarily or permanently physically, mentally, or emotionally challenged. Some of the services offered are tutoring, occupational and aptitude testing, special testing situations, readers, and typists. To be eligible for these services students must substantiate their disability by a private physician, psychometrician, or appropriate governmental or community agency.

One hundred and seventy-two students were served by the special service office during the 1993-94 collegiate year.

*** *Job Placement***

The job placement office exists to serve NMJC's students, alumni, or community people with preparing resumes, locating full-time or part-time employment, and preparing for job interviews. A complete listing of job vacancies from the city, state, and federal government and local or regional employers are posted weekly; in addition, several job fairs are held on campus. The services of the placement office are offered at no cost. Of the 456 students registered with the job placement office in the 1993-94 collegiate year, 200 individuals were placed in jobs.

*** *Career Information Center***

The career information center includes various computerized career interest tests and career decision-making systems and a library of career books, pamphlets, vocational biographies, and computerized occupational information systems. A number of videos on occupations are available in English or Spanish. The center has books and computerized systems to locate what college has which program, a collection of regional college catalogues, and the national microfiche college collection series. The career center also provides an aggressive career information outreach program that communicates with all the Lea County schools and various governmental or community agencies. In 1993-94, 2,761 individuals received 10,745 GIS printouts about careers and/or colleges and the office presented 181 workshops about careers and job finding skills to 3,503 individuals.

*** *Food Service***

The college contracts with Gardner Merchant Foods to provide the food service for the college. They operate the snack bar and the cafeteria to provide a full-service meal plan for residents of the dorms. They provide a catering service for all the college functions and for any interested community group. All residence hall students are required to purchase a meal plan of either fifteen or nineteen meals per week. Any student, faculty, staff member, or community person can eat in the cafeteria on a pay-per-meal basis.

*** *Discipline***

The vice president for student services is responsible for investigating and enforcing any infractions of the rules of the college by students except for cheating or plagiarism on any graded work, which is in the purview of the individual faculty members. The rules of the college are printed in the student handbook as well as the rights and procedures for appeal.

*** *Security***

The college provides full-time, twenty-four hour security coverage to help prevent or correct dangerous situations. Their duties include inspecting facilities, unlocking and locking facilities, preventing disorderly conduct, unlocking locked cars, jump starting cars, and controlling traffic and parking. NMJC security officers are not certified peace officers but do work closely with local law enforcement agencies to maintain a safe campus environment.

*** *Title III Grant***

An extensive evaluation, restructuring, and expansion of NMJC's student support services is currently underway. The project was made possible through funds received from the U.S. Department of Education under the Title III Strengthening Institutions Program, which has provided for the hiring of specialists in the areas of guidance and counseling, curriculum development, and computer technology. New Mexico Junior College is seeking to implement the most successful methodologies available in order to improve student success and increase retention of at-risk and underprepared students through the development of comprehensive orientation; advising and assessment strategies; and, ultimately, a cost effective and educationally effective student success center.



Support Services for Instructional Programs

The basic function of all components of the college is to support the institution's educational and instructional programs as described in the mission statement.

Direct support services for the educational and instructional programs of NMJC are provided by the secretarial personnel, the bookstore, the computer center, graphic arts, and various functions of the Pannell Library and Instructional Resource Center (IRC)—including information access services (reference, collection development, Internet training, on-line databases, etc.) and Learning and Career Services (GED, ABE, career information, learning lab, testing services, tutorial programs, handicapped services, etc.). Appendices are attached which include a comparison of Pannell Library with the Association of College and Research Library (ACRL) standards and statistics for the various programs.

*** *Bookstore***

The NMJC bookstore is operated by the college as an auxiliary service within the office of the dean of administrative services. It operates under the direction of a manager who reports to the dean of administrative services. Other personnel include a full-time assistant manager and student workers. In accordance with a charge from the NMJC Board, the bookstore is self-supporting, functioning as a retail business.

*** *Graphic Arts***

Graphic Arts was implemented in 1977 and has expanded steadily since that time to provide full-service graphics in the support of instruction. Graphics has a staff of 2.5 FTE and student assistants. The programs provided by graphics have steadily expanded year by year with significant improvements in technology to provide the campus with excellent service. Graphic Arts reports to the dean of administrative services. Graphic arts has expanded from a simple print shop to a sophisticated visual arts production center with instructional responsibilities in conjunction with the graphic arts instruction within the division of business and technology.

*** *Computer Information Center***

Computer services at NMJC serve a wide range of purposes oriented to the mission of the college. The primary use of computer services at NMJC is threefold: 1) academic user support, 2) administrative user support, and 3) service area/community support. Computing services and capabilities at the college were reviewed in depth in 1980 and up-graded to the recommended computer environment. A base hardware configuration was designed and software requirements were established throughout the institution. These were presented to the NMJC Board; purchase and implementation began in 1981. Periodic updates and upgrades have been made during the years since 1981 in terms of both equipment and software

configuration with an emphasis on college needs for computing services. In recent years the academic user support function was dispersed more broadly to the various instructional units on campus. However, beginning in the spring of 1995, efforts to coordinate academic computer services through the computer center were reconsidered. During the 1994-95 academic year, the computer center and the library began a joint program to provide Internet services to the NMJC campus and the surrounding community. While the computer center serves a wide range of purposes oriented to the mission of the college, the primary use of the computer center has been for administrative support. With the installation of the library automation system and the opening of gateway service on the Internet, the computer center is becoming involved more heavily in academic user support and in the provision of services to the service area computer user. The computer center continues to update system hardware on a regular basis and has installed software upgrades to keep service at the highest possible level. To the credit of the computer center, they have been able to keep abreast of demand despite having a limited number of staff and increasing responsibilities.

*** *Learning and Career Center***

The career center, learning laboratory, and testing center were transferred to learning and career services from the IRC during the oil crunch of the 1980s in order to fund the programs through state grants rather than institutional funds. The career center provides information to the students through a full-time coordinator, as well as workshop and individual advising for area public and private/parochial school students. The career collections are catalogued and maintained by the library. The learning laboratory and testing center provide instructional support for the community through administration of examinations and the provision of audiovisual materials for student review.

*** *Pannell Library (IRC)***

Pannell Library is rapidly changing the provision of information access services on the NMJC campus through the implementation of an on-line public access catalog, access to the OCLC *Firstsearch* databases, and increased offerings for full text magazine and newspaper articles through the UMI product *ProQuest* and the CD Newsbank. The library also provides full bibliographic data through the on-line catalog for all current periodicals. Except in the areas of staffing, staff salaries, and equipment and materials preservation, the library either meets or exceeds all standards established by the Association of College and Research Libraries (ACRL) and the Association for Educational Communications Technology (AECT). Further, the library collections are managed through the use of the latest technology for analysis. The NMJC library was the first community college library in New Mexico to use and integrate the OCLC Collection Analysis CD in the selection and collection development process. The entire library professional staff is considered an expert cadre by other two-year colleges because of their presentations and publications on a wide range of topics including collection analysis, bibliographic instruction, Internet usage, off-campus access to college databases, changes in patterns for inter-library loan programs, and use of the local cable system as a telecollege provider.

The audiovisual services section supports the instructional programs and the college community with both non-profit materials and related equipment. The audiovisual services unit continues to consult with faculty as teaching technologies migrate further from filmstrips, slides, and 16mm and toward interactive video and computer-assisted programs. The audiovisual services unit also provides intensive individual and group workshop opportunities for faculty, development of in-house video programs for

transmission through the college telecollege network, and information about available teleconference and satellite instructional resources. The audiovisual services unit also strives to update collections, to remove outdated materials from the audiovisual collections, and to encourage faculty to consider instructional delivery changes to utilize newer and more effective instructional technologies.

Audiovisual services support the instructional programs with non-print and related equipment. Technological shifts continue to be accommodated by the audiovisual coordinator and one part-time student employee. Basic repair and campus-wide inventory support functions are provided. The audiovisual software collection is strictly for faculty use in instruction. Equipment rentals (\$5 per night) are provided to community organizations by the audiovisual unit. In 1993 the audiovisual unit conducted an extensive weeding program to remove outdated software from the collections. During the 1994-95 academic year, the audiovisual department began developing cost estimates and program recommendations for improving telecollege service, for upgrading satellite down link services, and for expanding the campus' ability to provide well-coordinated multi-media equipment and software for instruction and student access.

Library and audiovisual services statistics are reported through the IPED data collection process. It is worth noting that about one-third of all library users are citizens of the community. Data for the typical week requested through IPED process are summarized as follows:

AV materials	34	Maps	7
Archives	N/A	Microfiche uses	413
Books	651	Microfilm uses	18
Binders	22	New Mexico documents	0
College Catalogues	17	Newspapers	97
Government Publications	8	Nursing videos	20
Government Publications MF	0	Pamphlets	22
Index Books	15	Periodicals	582
Inter-library borrows	15	Reserve items	84
Inter-library lends	41	Turnstile count	12,694
Library cards, NMJC	19	Location questions	37
Library cards, Non-NMJC	11	Reference questions	131

*** Interactive Television**

In 1977 a small classroom was converted into a temporary TV studio. With the renovation of the library in 1980, a TV studio was built into the second floor plan, and a TVRO satellite antenna was mounted on the roof. The television services station was envisioned as a center for local and regional teleconferencing on a state, regional, national, and international level for both educational and community use. The TV studio is presently being utilized for telecollege presentations over local cable and the central control studio for the ITV system.

*** *Plant and Maintenance***

The building maintenance, custodial services, and grounds maintenance services for the library are provided by the maintenance department under the direct supervision of the college president. According to the 1985 self-study report, the unit included a total of 28 individuals with an average per square foot responsibility of 13,000. In 1994 the same campus unit had 23 employees with an average per square foot responsibility of 23,000. Thus, the survey instruments tend to indicate that satisfaction levels with these services have deteriorated in the ten-year period from 1984-85 to 1994-95.

*** *Final Statement***

The materials and patterns of evidence collected by the self-study resource committee and the assessment committees have been presented and intensively evaluated. New Mexico Junior College believes that it has effectively organized the human, financial, and physical resources necessary to accomplish its mission and goals.

*** Concerns, Strengths, and Recommendations**

Concerns:

- 1) The college needs to continue recruiting and employing additional minorities for faculty and professional staff positions.
- 2) The college has a shortage of general classrooms, laboratories, and faculty office space.
- 3) The college needs to improve its employee benefits.
- 4) The college needs to continue to prepare for clientele academically unprepared for college classes.
- 5) The college needs to develop a plan and strategy for the replacement of instructional equipment, especially in the high tech field(s).
- 6) The college needs to make available its student service resources to all students who attend at night and in the outreach centers.
- 7) The college needs to continue monitoring its revenue sources, especially state General Fund Appropriations (GFA) and revenues received from district taxes.

Strengths:

- 1) The college has quality personnel.
- 2) The college respects and encourages full use of the talents of all employees.
- 3) The college has successfully recruited, selected, trained, and retained quality employees.
- 4) The college clientele is most appreciative of the educational opportunities provided by the college. Older, returning, non-traditional students are motivated to learn and eager to attend their college for long-term, life-changing results.
- 5) The college clientele are from diverse cultural backgrounds.
- 6) The college curriculum is well-organized and articulates well with other institutions of higher education. Transfer students do well at other institutions of higher education based on follow-up and outcomes investigations. NMJC's courses are highly transferable. Very few college credits are lost.
- 7) The college receives positive feedback from staff members at other institutions of higher education.
- 8) The college has much input from both on- and off-campus sources concerning curriculum matters from the faculty curriculum committee and advisory groups.
- 9) The college has retrained numerous displaced workers, especially oil field and mining employees due to the downturn in the oil and gas economy.
- 10) The college is meeting most of the service area needs for manpower training, particularly in the allied health field and other technologies.
- 11) The college continually evaluates programs and course offerings, especially those with low enrollments. For example, journalism, machine tool, and middle management have been deleted. NMJC is developing and implementing new programs to meet changing service area educational and manpower needs. Examples include cosmetology/paralegal/environmental technology. NMJC has also revised programs to meet changing manpower and educational needs, such as petroleum technology and environmental sciences.

- 12) The college faculty, staff, and administration are accessible to clientele.
- 13) The college teaching faculty use syllabi in all courses. Instructors are urged to use common departmental syllabi where applicable, for example in biology, English, allied health, cosmetology, and automotive technology.
- 14) The college supports a faculty and staff development program.
- 15) The college has a comprehensive community development program that is community based. NMJC has a comprehensive, growing continuing education program. The Adult Basic Education (ABE) and English as a Second Language (ESL) are non-credit learning activities that lead to the GED. NMJC through its GED program has the second largest graduating class in its service area (approximately 200 graduates per year).
- 16) The college offers telecommunication educational delivery systems, such as interactive TV and telecollege courses.
- 17) The college is committed to the process of continuous self-evaluation and assessment, especially student academic assessment.
- 18) The college campus has excellent accessibility, is very pleasing in design and appearance, and is beautifully landscaped.
- 19) The college levels of personnel and financial resources devoted to renovating and refurbishing the buildings and grounds (including facilities on- and off-campus) have been excellent.
- 20) The college campus central plant's infrastructure and energy management control is excellent. The campus is designed for high energy efficiency.
- 21) The college follows an educational and facilities master plan.
- 22) The college's organizational structure promotes and integrates the art and science of learning and teaching and supports commitment to providing opportunities for lifelong learning.
- 23) The college's financial condition is good, the salaries are competitive, and the fiscal conditions projected for the future, especially the next several years, are excellent. The institution is in good financial shape, with sound and prudent business practices and procedures in place.
- 24) The college has a strong, representative, and supportive Board.
- 25) The college's relationship between the Board and the president is professional, positive, and supportive.
- 26) The college Board members are diverse, well-qualified community leaders who serve actively and with pride.
- 27) The college administrative and organizational structure is functioning well and supports the mission and goals of the institution. The college internal governance structure and communications have been improved under the direction of the president.
- 28) The college's relationship between the New Mexico Commission on the Higher Education (CHE) board and staff is professional, positive, and supportive.
- 29) The college is looked upon with high esteem among the institutions of higher education in New Mexico and West Texas, especially in the college transfer and technical field(s).
- 30) The college resources—human, financial, physical, and curricular—are organized and structured to support the educational and service programs of an institution of higher education located in a semi-rural environment.

Recommendations:

- 1) The college will make a maximum effort to recruit and employ qualified minorities for faculty and professional staff positions.
- 2) The college will give high priority to building facilities that include general classrooms, laboratories, and faculty offices. The addition (24,500 GSF) to Heidel Hall (science, mathematics, and allied health facility) will greatly assist in the present situation. The construction of the first phase of the transportation training center (52,920 GSF) will help to eliminate the concern of general classroom, laboratories, and faculty office shortages.
- 3) The college will consider additional employee benefits, such as participation in social security and/or an annuity program provided by the college. The college will attempt to increase its employee benefit package from 16.5 percent of salary to approximately 25 percent of salary, which is the average for college and universities in New Mexico.
- 4) The college will continue mandated testing and placement of all degree and certificate of completion clientele, provide additional developmental studies courses, and implement a comprehensive assessment and follow-up program for students enrolled in developmental studies. NMJC will also upgrade the quality of its ABE, ESL, and GED training courses by attempting to upgrade its instructors through in-service training.
- 5) The college will develop and implement a strategy for the replacement of instructional equipment. This strategy will be implemented during the fall 1995 semester. NMJC will lobby for the inclusion of instructional equipment replacement and renewal funding in the two-year college formula enhancements. In the 1995-96 budgetary process, \$110,000 is allocated for the replacement of instructional equipment.
- 6) The college has changed its schedule of operation to provide counseling and advisement services during the evening hours as well as additional information and learning opportunities in the service area through the utilization of its interactive TV system. The implementation of an outreach coordinator's program is being reviewed by the college.
- 7) The college will continue to monitor its revenue sources and make a maximum effort to develop and implement new revenue sources to increase college revenues, such as private gifts and donations, grants from private foundations, and the NMJC Foundation.

3 Outcomes

“The institution is accomplishing its educational and other purposes.”

The outcomes chapter covers the areas of administration and governance; educational programs; support programs for the community; support programs for students; support services for instructional programs; and concerns, strengths, and recommendations. The criterion three committee and the assessment committees concerned with documenting the outcomes of the college’s endeavors developed the subheadings under these areas. The college’s assessment plan and activities concerning academic achievement of the clientele and the institutional assessment plan and time frame are also included in this chapter.

*** *NMJC’s Assessment Plan***

Evaluation of institutional effectiveness, like assessment of clientele academic achievement, calls for a program that provides consistent data to assist the college in making useful decisions about the improvement of the institution’s teaching and learning activities and in developing plans for that improvement. Therefore, NMJC’s assessment plan for academic achievement is an integral part of the self-study and the accrediting processes. In developing this assessment plan, the college has used the commission’s statement on assessment of student academic achievement, the five evaluative questions for assessment plans, and the hallmarks of successful programs to assess student academic achievement (*Handbook of Accreditation, 1994-96*). To ensure maximum faculty ownership and responsibility, New Mexico Junior College has promoted campus-wide participation in this project, especially from the teaching faculty. The assessment plan is a product of continuous self-study and the accreditation process at NMJC.

*** *Assessment of Academic Achievement: Past, Present, and Future***

Two of the stated goals following the mission statement of New Mexico Junior College pertain to planning and assessment. In an effort to compare its outcomes to its mission, the institution is committed to continued self-analysis. This effort includes both internal examination and external marketplace research. The practice of self-analysis results in planning and correcting concerns arising from analysis and provides for future programming. Planning and institutional assessment have been continuous since the self-study of 1975. During the 1977-79 period, the ACE report was completed and was followed by an update in 1982-83 (*1983 Institutional Master Plan*). The 1984-85 institutional self-study report was a continuation of these processes. Since 1989-90, NMJC’s strategic five-year rolling plan has been updated annually through institutional assessment and analysis. As part of this general institutional assessment and analysis, academic achievement of NMJC’s clientele is researched and studied through such avenues as the annual follow-up investigation concerning its graduates and other program completers.

In its review and assessment process from 1966 through 1989, New Mexico Junior College used a series of interrelated quality control indicators (QCIs) that examined outcomes in six broad areas: 1) clientele, 2) staff, 3) curriculum, 4) finance, 5) facilities, and 6) self-evaluation (assessment). These continued to develop as growth and change indicated. From only three QCIs—faculty/student ratios, average class sizes, and production ratios—the number has grown to approximately thirty-five QCIs, which are utilized today. The review and assessment concept has now been incorporated into the institution's strategic five-year rolling plan process. Currently, some items are reviewed each term, some annually, and some every two years. Quality control indicators for faculty/student ratio (1:18) and average class size (22) are reviewed each term. Each year, the college reviews the ratio of FTE teaching faculty to total FTE personnel, as well as the FTE students to the FTE personnel. Every two years, the college reviews its QCIs related to student recruitment. NMJC consistently utilizes these indicators for planning and assessing its instructional and service programs. Presently, the quality control indicators are listed in the RRPM section of *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*. In most cases, New Mexico Junior College is staying within the indicators. As a litmus test for quality, the college considers success with this number of indicators an indication of quality instructional and service programs. Since NMJC is a dynamic institution, the quality control indicators are changed from time to time by appropriate additions and deletions.

In the future, NMJC will add indicators which will apply to assessment of academic achievement of clientele. In addition to applying QCIs, both the 1984-85 and the current institutional self-study address outcomes through studies and surveys in the areas of administration and governance, educational programs (assessment of academic achievement), student support, instructional programs support, and community services support.

*** *College's Assessment Plan: Conceptual Model***

The present assessment plan is not an assessment or evaluation plan for the entire institution as has been utilized in the past. Over the past twenty years, New Mexico Junior College has utilized a continuous institutional self-study and evaluation process as part of its planning processes. The college's latest assessment plan is designed to use several of the investigations and studies that have been used in the past with a new academic achievement assessment strategy. NMJC plans to move in the direction of not just institutional evaluation but also assessment of academic achievement as the focus of college evaluation, with academic achievement of students as the primary focus of college assessment. This new conceptual model is just beginning to be developed and implemented. The college followed the commission's five questions in the development and implementation of its assessment plan. New Mexico Junior College has measured its plan against these five questions. The college's response to these questions are as follows:

- 1) To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education and in the major?

NMJC's 1995 Response:

The assessment plan for academic achievement is directly related to the goals of the college, especially the assessment of teaching and learning activities. The college conducts follow-up studies of graduates

and other program completers, college transfer students at other colleges and universities, registry studies, and other investigations of the achievement of NMJC students.

- 2) What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?

NMJC's 1995 Response:

The college has a long and rich history of faculty involvement with outcomes assessment via faculty participation on standing committees and in the faculty senate. These vehicles for faculty participation have been augmented by a faculty committee that is charged with the responsibility for developing, implementing, and monitoring the college's plan for the assessment of student academic achievement. The NCA/CIHE steering committee for the institutional self-study program, which includes several faculty members, had major input in the development and implementation of this process. As part of the continuous evaluation process, this faculty committee will evaluate and make adjustments in the plan each year. The NCA/CIHE steering committee will also meet regularly after the completion of the institutional self-study process and review the progress and utilization of the results of the college's assessment of academic achievement. The office of institutional research and planning will also be involved through the planning activities of the institution.

- 3) How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?

NMJC's 1995 Response:

New Mexico Junior College has used the analysis of its various assessment techniques to improve the total effectiveness of the institution, especially the QCIs and the various outcomes studies from its continuous self-evaluation process. NMJC has an excellent track record of using assessment, planning, and outcome investigations to improve the college as a comprehensive community college with a full-service mission and goals.

- 4) Is the time line for the assessment program appropriate? Realistic?

NMJC's 1995 Response:

The college is currently accomplishing many of these assessment and follow-up studies in its continuous self-evaluation and planning processes. The emphasis on academic achievement, over institutional assessment, is new. The faculty committee responsible for the development and implementation of academic assessment established the time line. The NCA/CIHE steering committee will monitor the assessment activities of the college.

- 5) What is the evidence that the plan provides for appropriate administration of the assessment program?

NMJC's 1995 Response:

NMJC, its Board, administration, faculty and staff, support staff, students and other clientele, and the citizens of the service area are committed to the college and its quest for excellence. Over the past thirty years, the institution has utilized the accreditation process to improve the college. The use of a continuous self-evaluation process over the past twenty years by the college is the best evidence available that the college will continue to use assessment, planning, and self-evaluation for improvement of its instructional and service programs. The college is budgeting for some anticipated assessment expenses (e.g., potential use of standardized pre- and post-tests) through its student services program. The assessment activities of the college will become a major responsibility of the vice president for instruction.

*** *NMJC's Assessment Plan of Academic Achievement: Implemented Fall 1994***

The following assessment of academic achievement was utilized during the fall of 1994 and is included as part of NMJC's assessment plan.

- 1) *Testing and Placement* is mandatory for all degree and certificates of completion clientele. This includes all first-time degree-seeking students at NMJC who enroll in a collegiate level English, reading, and/or mathematics course. This program will be continued and expanded to include follow-up investigation of students enrolled in collegiate level classes who have completed developmental studies in the appropriate discipline.
- 2) *Educational Program Effectiveness* surveys all graduates and program completers each year. This questionnaire survey of all graduates and program completers has been conducted for over ten years and has provided the college with excellent data concerning academic achievement of students.
- 3) *Transfer Follow-up Studies* compare grades achieved at NMJC with grades achieved at six colleges and universities where NMJC students tend to transfer for completion of their bachelor's degrees. These investigations will be conducted on a regular basis every three years as part of NMJC's assessment plan.
- 4) *Registry Results* are collected each year and analyzed for nursing, medical laboratory technology, anatomy and physiology, microbiology, phlebotomy, emergency medical technology, ASSET (Ford), ASEP (GM), accounting, and cosmetology. Registry results will be reviewed each year as part of NMJC's assessment plan.
- 5) *Athletic Surveys* of student-athletes are used to determine the educational progress and present occupations of former student-athletes. This investigation will be conducted every five years as part of NMJC's assessment plan of academic achievement.
- 6) *NMJC Grading Trends* are analyzed each semester and summer term by examining student academic grades according to instructor, discipline, division, and college. These grading trend investigations are part of NMJC's assessment plan of academic achievement.
- 7) *Attrition Studies*, conducted each semester and summer term(s), will continue to be part of NMJC's assessment plan of academic achievement.
- 8) *Educational Effectiveness Inventory* determines the degree to which NMJC faculty, both full-time and part-time, and students feel that a systematic approach is employed in

instruction. The Educational Effectiveness Inventory was adapted by Barton R. Herrscher and is conducted every two years as part of NMJC's assessment plan.

- 9) *Analysis of Lea County Teachers* determines how NMJC is serving municipal school teachers in the county. This survey is conducted every five years and is a part of NMJC's assessment plan.
- 10) *Evaluation of Instruction* analyzes classroom performance of teaching faculty and has been used for many years. This assessment of the instructional program is a part of NMJC's assessment plan.

Several other assessment procedures of academic achievement will be developed and implemented over the next few years. These are in various stages of design, development, and implementation at the present time and are as follows: 1) the institutional inventory will examine principles for good practice in undergraduate education through a survey conducted by the faculty assessment plan committee, 2) the comprehensive assessment and follow-up plan will determine achievement levels in regular college courses for students who have completed developmental courses, and 3) the value-added testing program will use a pre-test and post-test concept to ascertain academic achievement for program completers at NMJC.

New Mexico Junior College will continue to utilize its quality control indicators and self-evaluation procedures to assess and improve the total effectiveness of the college.

*** *Administration and Organization of the Assessment Plan***

The assessment plan will be under the direction and coordination of the vice president for instruction. The vice president for student services and dean of admission and records will also assist in the future development and implementation of the college's assessment of academic achievement of students. The faculty assessment planning committee will prepare an annual report of the academic assessment activities of the college for review of the NCA/CIHE steering committee. This annual report will be presented to the president after being reviewed and approved by the membership of the NCA/CIHE steering committee. The vice president for instruction shall serve as chair of this steering committee. Each year the NMJC assessment plan for academic achievement will be updated and reviewed by the steering committee. It will be the responsibility of the president to monitor the college's assessment plan to see that all aspects of this plan are conducted according to schedule and that academic assessment becomes part of the college's continuous self-evaluation process. The annual assessment report, after being approved by the president and the Board, will be distributed to all college standing committee chairs and full-time and part-time faculty members.

NMJC will continue its institutional assessment and planning programs that have served the college effectively over the past several years. The college will combine its assessment of academic achievement, planning, and continuous self-evaluation activities in *NMJC's Strategic Five-Year Rolling Plan, 1999-2000*. To ensure the utilization of data collected through the assessment of the academic achievement process, a chapter of the annual report will be allocated each year to show how these assessments and analyses have been used to improve the effectiveness of the college's educational program. The college will continue to use the NCA/CIHE's five questions to monitor the full development and implementation of a functional assessment program.

✱ *Time Frame*

During the self-study process, the outcomes committee, the faculty assessment planning committee, and the NCA/CIHE steering committee organized the following time frame for planning, developing, and implementing the college's assessment plan: 1) 1993-94—organizational structure of the accreditation and self-study process in place and functioning; 2) 1994-95—first stage of assessment plan developed and implemented, with research results included in the 1994-95 institutional self-study report and second phase planned for implementation; 3) 1995-96—second phase of assessment plan implemented and first annual report document generated and circulated; and 4) 1996-97—assessment plan fully developed and implemented.

Assessment Plan Summary

New Mexico Junior College will continue to use institutional assessment with a special emphasis on assessment of academic achievement of clientele in its continuous self-study and planning processes. The institution believes that planning, assessment, and self-study and analysis are basic to improvement of the various educational and service programs and activities of the college, especially activities that relate to academic achievement of students. The college's assessment plan will be monitored, reviewed, and adjusted each year to meet the changing needs, wishes, and requirements of the college as a full-service community institution. NCA/CIHE's five questions and the hallmarks of successful programs to assess student academic achievement will be utilized by the college to measure and continuously improve its assessment activities. NMJC's assessment plan for academic achievement has been shaped by its publics, customers, and clientele, and is directly related to its mission and goals.

In the development and implementation of the college's assessment plan, the hallmarks of successful assessment were utilized by the college. The college's responses to these various characteristics or hallmarks are as follows:

- 1) Successful assessment flows from the institution's mission and educational purposes.

NMJC's 1995 Response:

NMJC's assessment plan of academic achievement of students is directly related to the mission and goals of the institution as a full-service community college, and flows directly from its educational programs, particularly from teaching and learning.

- 2) Successful assessment emerges from a conceptual framework.

NMJC's 1995 Response:

NMJC's assessment plan of academic achievement of students emerges directly from the curriculum and instructional activities of the institution. These approximately fifteen follow-ups, outcomes, and value-added investigations that compose the various elements are for the most part investigations that have been used by the college over a twenty-year period and are a part of the college's continuous self-evaluation process. Several new elements will be implemented in the fall of 1995, such as developmental

studies follow-up, value-added testing, and follow-up on mandatory testing and placement programs. Another student-centered procedure that would greatly assist the college in its assessment activities is the development and implementation of a student flow model.

- 3) Successful assessment is marked by faculty ownership and responsibility.

NMJC's 1995 Response:

By serving on self-study and college planning and standing committees through the years, the faculty have helped design and develop most of the studies and investigations listed in the college's assessment plan of academic achievement of students. The college's faculty assessment committee is currently making a major contribution in the development and implementation of the college's assessment plan. NMJC believes in the following statement from the NCA/CIHE's *Handbook of Accreditation, 1994-96*: "The means by which faculty carry out their responsibilities for the design and implementation of an assessment program will, of course, depend upon the organization of the faculty and the form of governance in place within the institution."

- 4) Successful assessment has institutional-wide support.

NMJC's 1995 Response:

Continuous self-study and assessment of academic achievement have institutional-wide support at NMJC. The president and his administrative team, the chief academic officer, the faculty and other staff members, and the Board wholeheartedly support assessment activities for the improvement of NMJC's educational programs. The Board and members of the administration and faculty are committed to providing a quality instructional program for the diverse clientele served by the college.

- 5) Successful assessment relies on multiple measures.

NMJC's 1995 Response:

NMJC's assessment plan of academic achievement will utilize approximately fifteen measures when fully designed and implemented. The plan is currently using ten measures, most of which have been utilized over a twenty-year period of continuous self-study and evaluation at the institution.

- 6) Successful assessment provides feedback to students and the institution.

NMJC's 1995 Response:

NMJC will publish an annual assessment of academic achievement report. Once approved by the president and the Board, the report will be made available to the various publics, customers, and clientele served by the college. The results of the various types of assessments of academic achievement will be incorporated into the NMJC's strategic five-year planning and budgetary processes. Concerns and weaknesses identified through assessment can be corrected and the strengths revealed by the process can be maintained and expanded. The results will also assist the leadership, faculty, and staff of the college in decision-making as it relates to the improvement of teaching and learning activities.

- 7) Successful assessment is cost-effective.

NMJC's 1995 Response:

NMJC's assessment of academic achievement is cost-effective because it utilizes investigations and processes that are currently being performed at the college. This assessment plan incorporates ten assessment and evaluation activities that have been used by the college over a twenty-year period for continuous self-study and analysis. The three to five new assessment projects yet to be fully implemented will be relatively inexpensive to incorporate into NMJC's assessment of academic achievement system.

- 8) Successful assessment does not restrict or inhibit goals of access, equity, and diversity established by the institution.

NMJC's 1995 Response:

The assessment techniques and procedures utilized at NMJC over the past twenty years have assisted the college's increase in minority populations (30.9%) and promoted greater access, equity, and diversity in the college student population, both in credit and non-credit programs. New Mexico Junior College is committed to serving all the publics, customers, and clientele of its service area. The college's assessment of the academic achievement plan is also designed to promote access, equity, and diversity of clientele.

- 9) Successful assessment leads to improvement.

NMJC's 1995 Response:

NMJC has utilized the accreditation process to improve the effectiveness of the institution as a comprehensive community college with a full-service mission and goals. The college has an excellent track record of using recommendations made by NCA/CIHE on-site evaluation teams through the self-study process to improve its curriculum, teaching, and learning activities. The leadership, faculty, and staff of the college are committed to continuing the accreditation process in its quest for excellence in learning and service. The entire process has been designed, developed, and implemented at NMJC for the improvement of the effectiveness of the college as an educational enterprise.

- 10) Successful assessment includes a process for evaluating the assessment program.

NMJC's 1995 Response:

NMJC's assessment of academic achievement and outcomes from this plan will be reviewed and evaluated each year. The assessment activity of the college is an integral part of continued self-evaluation and improvement, especially of the instructional programs. NMJC's assessment plan will be adjusted and changed to meet the needs, wishes, and values of a diverse student population. As the institution and the society change, the strategies and procedures utilized in the assessment plan will be adjusted and changed, based on a process of evaluation and feedback.



Administration and Governance

The degree to which the full-time employees perceive the administration and governance of an institution to be effective is important to that effectiveness. To ascertain those perceptions, in the fall of 1994, the full-time employees were surveyed using a slightly modified version of an instrument designed by Preziosi from the University of Texas to measure attitudes toward seven broad areas of an institution.

The survey contained fifty-one items. Each item sought the individual's opinions based on a seven-point scale as follows: 1) strongly agree, 2) agree, 3) slightly agree, 4) neutral, 5) slightly disagree, 6) disagree, and 7) strongly disagree. One hundred sixty-nine surveys were sent to the full-time employees. Of those, 101 surveys were completed and returned for a 61 percent return rate. Results were tabulated in three ways: 1) an analysis of answers to each of the 51 questions from the total group, 2) the responses of the entire group toward the seven categories, and 3) an analysis of responses to seven key questions in the survey instrument.

The survey indicates that the majority of full-time employees (80%+) responding to the survey agree with the stated purposes of the college and with the stated purposes of their work group. Only 50 percent of the respondents believed that the priorities of the college are understood, while 77 percent indicated that the priorities of individual work groups were understood. Analysis of this data indicated that employees recognize differences between the purpose of the college and the approaches to achieving that purpose. A majority of the respondents (55%) think that the organizational structure of the college is effective in assisting the college in reaching its goals and (73%) think that the organizational structure of their work group is effective in assisting the work group in reaching its goals.

Attitudes toward the leadership of individual work groups were more positive than attitudes toward the leadership of the college. Relationships among individuals within the college were viewed with some concern since only 22 percent of respondents indicated at least slight disagreement with the statement that there is no evidence of unresolved conflict at the institution. Relationships among individuals of the same work group were viewed more positively, due to group size and frequency of interaction by individuals within and external to their own work group.

Regarding rewards, 75 percent of the respondents believe that their job provides opportunity for personal growth. A majority also expressed slight agreement regarding equitable salaries and benefits for employees across the college and within the individual's work group. A majority of respondents (57%) indicated slight agreement that salary is commensurate with the job performed. Only 14 percent indicated slight or higher agreement that all tasks to be accomplished are associated with incentives. The tendency for respondents to indicate "slight agreement" is partially reflective of the perception by many of the full-time staff (professional and faculty) that NMJC has experienced slippage in maintaining competitive salaries when compared to regionally based two-year institutions over the last decade.

Mechanisms which help individuals to better accomplish their work tasks received generally positive ratings from the college and the work group perspectives. However, the full-time employees were polarized (35% agreeing and 34% disagreeing) around perceptions of the adequacy of college mechanisms for binding itself together. The polarized responses are explained within the context of those who responded to the survey (both support staff and professional staff), the shift of leadership in the faculty ranks over the last several years, administrative changes that have occurred during the same period, and the diverse work schedules of the NMJC employees.

The ability to change readily is a hallmark of a comprehensive community college. Change has been managed by the college through adaptive and pro-active mechanisms. NMJC's planning process points toward future change. The attitude toward change had very similar ratings from the college and the work group perspectives. There was general agreement that change is favored and that the ability to change exists within the college and within the individual work groups of the college.

Seven questions were considered to be important individual indicators of the effectiveness of the administration as viewed by the full-time employees of the college. The questions and collective responses (mean scores) to these are as follows:

- 1) The goals of this college are clearly stated. (2.59)

7	6	5	4	3	•	2	1
SD			N				SA
- 11) I am personally in agreement with the stated goals of my work group. (2.36)

7	6	5	4	3	•	2	1
SD			N				SA
- 14) The leadership standards of this college helps its progress. (3.48)

7	6	5	4	•	3	2	1
SD			N				SA
- 21) I understand the purpose of this college. (2.32)

7	6	5	4	3	•	2	1
SD			N				SA
- 29) The college has adequate mechanisms for binding itself together. (4.00)

7	6	5	•	3	2	1
SD			N			SA
- 45) There is no evidence of unresolved conflict in this college. (4.91)

7	6	5	•	4	3	2	1
SD			N				SA
- 46) There is no evidence of unresolved conflict in this work group. (3.77)

7	6	5	4	•	3	2	1
SD			N				SA

Key: SD = Strongly Disagree
N = Neutral
SA = Strongly Agree

In summary, most individuals understand and support the goals and purposes of the college and of their work group. Full-time employees responding to the survey generally support the current administrative directions and levels of performance at the college. Areas of concern include relationships among individuals within the college and the maintenance of competitive salaries for employees in comparison to that paid at other regionally based two-year institutions.

*** *Educational Programs***

A variety of programs and departments contribute to NMJC's mission of providing high quality lifelong learning opportunities for individuals through transfer courses, communication and critical thinking skills, professional development, remedial/developmental programs, and job/career entry skills development and/or upgrading. General education courses are offered to enhance and promote intellectual, social, cultural, educational, and personal growth. Critical thinking skills are taught in most academic and vocational course offerings. Oral and written communication skills are practiced in almost every course. NMJC's programs provide initial entry level skills, retraining or upgrading for emerging vocations, exploration of current or projected occupational areas, and transferable courses.

Developmental study classes are offered in English, reading, mathematics, algebra, and student success to respond to the needs of underprepared college students. Mandatory testing and placement were implemented in the fall of 1994 with 760 students being served in developmental classes. Cut-off scores determine mandatory placement into developmental classes in an effort to prepare the at-risk students for college level course work. The number of students taking developmental classes has increased by 68.8 percent from 1989 to 1993. The college has established baseline data and plans to monitor the success rate and/or attrition of students taking developmental classes.

GED graduates have been given transition workshops involving steps for enrollment in credit courses and financial paperwork assistance. In the fall of 1994, seventy-three GED graduates enrolled in credit classes for the spring of 1995.

*** *Assessment of Academic Achievement for Clientele***

*** *Educational Programs Effectiveness***

A graduate survey is conducted each year with questionnaires mailed out to all graduates. Of the 1993 graduates, 80 percent believe that the courses they completed at NMJC prepared them for continuing their education. Eighty-three percent of the graduates believe that NMJC provided adequate to excellent preparation for their jobs. Ninety-five percent of the graduates are satisfied or very satisfied with the overall quality of instruction. Critical thinking skills were rated as stronger or much stronger by 85 percent of the graduates, 85 percent rated analytical and problem solving skills stronger or much stronger, and 89 percent rated job related skills stronger or much stronger.

Vocational graduates are tracked each year. The 1994 Track Record Disclosure shows that 100 percent of the ASEP, petroleum technology, and fire science graduates were employed in job related fields. Eighty percent of the registered nursing and automotive technology graduates were working in job related areas. Certification in the respective fields was at 98 percent for registered nurses, 83 percent for medical laboratory technicians, and 86 percent for ASSET graduates.

Of the students transferring to another college, 92 percent of the graduates surveyed had no problems in transferring credits. Twenty-nine percent of the graduates responding are enrolled full time at another college. Five percent are enrolled part time. Fifty percent are employed full time while 18 percent are employed part time. Of the graduates who were full-time employees, 58 percent are employed in jobs directly related to their area of study and 21 percent are employed in jobs closely related to their area of study for a total of 79 percent.

In the spring of 1993, the New Mexico State Department of Education Vocational/Technical and Adult Education Division conducted an on-site evaluation. Many strengths were noted and few concerns were cited. The strengths included: 1) facilities and equipment, 2) industrially compatible equipment, 3) community support, 4) industrial and business partnerships, and 5) job placement. Vocational/Technical Progress Effectiveness is shown in the chart on the following page.

*** *Transfer Follow-Up Studies***

*** *History***

In the fall semester of 1994, NMJC conducted a follow-up study similar to one that had been completed during the fall of 1984. The study is part of a system of analysis used to maintain the quality of instruction at New Mexico Junior College.

*** *Methodology***

Prior to 1984, five institutions were identified which received the majority of students who transfer from NMJC. The five identified in the initial study were the University of New Mexico (UNM), New Mexico State University (NMSU), Eastern New Mexico University (ENMU), College of the Southwest (CSW), and Texas Tech University (TTU). A sixth, the University of Texas Permian Basin (UTPB), was added to the study in 1984. Students who were listed in the transcript log as having transcripts sent to the above institutions were in the initial part of the study. The transcript log used was for 1988-92. This list was decreased in size by dropping all names which had not completed more than 28 semester hours or the equivalent of one year of study. The revised lists were then submitted to the respective institutions with a request for information about the cumulative grade point average and whether the student had graduated.

		Request Number	Group Number	Transfer GPA	NMJC GPA	Difference
UNM	84	97	50	2.352	2.758	-.406
	94	105	58	2.610	2.960	-.350
NMSU	84	169	127	2.604	2.754	-.150
	94	222	150	2.596	2.631	-.035
ENMU	84	190	130	2.880	2.701	+.187
	94	199	104	2.973	2.781	+.185
TTU	84	173	110	2.545	2.937	-.392
	94	156	97	2.718	2.886	-.186
CSW	84	221	101	3.229	3.066	+.262
	94	181	132	3.365	3.002	+.363
UTPB	84	79	46	3.112	3.066	+.066
	94	71	45	3.213	2.993	+.220

Other notes of interest:

	UNM	NMSU	ENMU	TTU	CSW	UTPB
# Degrees Awarded	21	63	67	21	48	15
Average Hours at NMJC	41.1	45.8	58.7	51.2	56.6	53.8
Average Age	24.7	26.1	27.3	24.8	31.4	30.1

* *Analysis of the Data*

- 1) Students from NMJC apply to many colleges and universities throughout the country. During 1994 some 3,490 transcripts were mailed. These went to 391 different colleges. Twelve colleges received more than ten transcripts. All of these schools are located within 325 miles of NMJC.
- 2) Three-fourths of the graduates from within the last three years will transfer to one of the six schools surveyed in this study.
- 3) Of the 585 students in the survey, 340 of the students had higher grade point averages at their receiving institutions than they had at NMJC.
- 4) Many of the younger students at NMJC transfer to TTU because of the pre-professional, engineering, and business programs. TTU attracts many of the better young students at NMJC through the scholarship program which waives out-of-state tuition. Many of the transfers to TTU return to NMJC during the summer sessions.
- 5) NMSU received more transfers from NMJC than any other college. NMSU also received more transfers over the time period of this study. The college of engineering, agriculture, business, and education were the big attractions. Students attending NMSU were a little older than the transfers to other major universities.

- 6) Students transferring to ENMU usually seek a degree in education. The small classes at ENMU seem to be one of the factors for the transfers, along with the financial aid received through scholarships.
- 7) Students transferring to UNM were on the average younger than those going to other colleges. Many were recent high school graduates who did not complete their associate degree in most cases. These students tend to return to the junior college for summer classes.
- 8) CSW, located about three-quarters of a mile from NMJC, is a private college that promotes free enterprise. CSW attracts many of the non-traditional students who attend NMJC. These older, more mature students usually have families, are employed locally and are more goal oriented. Most of the students attending CSW are in the business or education areas. NMJC and CSW have worked together closely in planning programs for the success of these students.
- 9) UTPB in Odessa, Texas, has been established as a senior institution—one that awards junior or senior credits. The school has built a good scholarship program and through the effort of many businesses in the Permian Basin attracts some of the older or more mature students. Interest in UTPB seems to be generated by the money available from area businesses to help finance the education of people in the Hobbs area.

✱ *Summary*

With the narrowing of the difference between the transfer GPA and NMJC's GPA, NMJC is continuing to provide a quality education similar to the transfer institution. The quality control indicators set out for transfer students was a GPA between -.5 and +.5. Our students fall within this range; therefore, we are meeting our goals. The majority of students who are working for their bachelor's degree, do so at surrounding colleges and universities.

Articulation has been of high priority at NMJC. Whether we have worked with high schools or colleges and universities, we have attempted to make the students' movement from one level of education to the next level as smooth as possible. NMJC is fulfilling more than just the needs of high school students. In examining the average ages of the students in the study, we find that older students are transferring to other colleges and universities to complete or continue their learning.

✱ *Registry Results for Nurses, MLT, Phlebotomy, EMT, ASEP, ASSET, Accounting, and Cosmetology*

New Mexico Junior College has several programs that require either a state or national licensure examination or a professional certification prior to entry into the work force. These programs include nursing, both the practical and associate degree; medical laboratory technology; phlebotomy; automotive service educational program (GM); automotive student service educational training program (Ford); accounting; and cosmetology. The course requiring state certification is emergency medical technology (EMT-B).

During the last five years, the pass rate for practical nursing graduates has averaged 97.8 percent, and the associate degree graduate has averaged 96.0 percent.

**New Mexico Junior College
Statistical Data—Nursing
1990-1994**

	Student Graduates	Number of Candidates for RN	Passed First Attempt	Percent Passing RN	Number of Candidates for LPN	Passed First Attempt	Percent Passing LPN
1990	42	42	40	95.2	42	41	97.6
1991	32	32	30	93.8	31	31	100.0
1992	39	38	37	97.3	57	57	100.0
1993	43	43	43	100.0	40	40	100.0
1994	45	43	40	93.0	49	45	91.8
Total	201	198	190	96.0	219	214	97.8

This table depicts the number of students entering, graduating, and passing the state board of nursing examinations on the first attempt. Note that some of the entering freshmen elect to write the practical nursing state board examination. Of this group, some enter the work force immediately, and others continue on in the program. There are four potential explanations for the decline in the passing percentages on the state board examinations. These include: 1) a large turnover in the nursing faculty after many years of stability; 2) discontinuation of a federal grant for academically disadvantaged students, which led to cessation of many of the services available to students; 3) computer testing for state board examinations for the first time in 1994, which may have increased test anxiety; and 4) a campus-wide grading policy implemented in October 1993, that was lower than the previous policy, which may have resulted in some students graduating who might not otherwise have done so.

NMJC's nursing students have ranked very high on the state board examinations. Those students who have difficulty on the first attempt are generally successful on the first repeat examination. Over time, all but two graduates who have taken the examination have passed. The medical laboratory technology program has graduated thirteen classes since its inception in 1982. To date, all of these classes have had a 100 percent pass rate on the national examination.

**Statistical Data—Phlebotomy
1992-1994**

	Student Graduates	Number of Candidates	Passed First Attempt	Percent Passing
1992	6	4	4	100.0%
1993	7	6	6	100.0%
1994	13	11	8	72.7%
Total	26	21	18	85.7%

The EMT-B classes have no formalized tracking of the results of each class on the state registry examination. The EMS Academy does keep records related to the total number of candidates who took the examination and the pass rate for the entire state, but this does little in providing feedback to specific programs and institutions. There are plans to modify the tracking process with the next examination, so that it mimics the nursing state board examinations. With this modification, each course and institution will receive results regarding those students who complete the training and the pass/fail percentages. These results can then be compared with the overall state and national results.

Since the cosmetology program is in its initial year, there have been no graduates. When there is a graduating class, the State Board of Cosmetology provides an in-depth analysis of the certification examination results. This analysis will be utilized to evaluate the current curriculum and guide future modifications.

The General Motors Corporation provides an in-depth analysis and tracking on all graduates who complete the automotive service educational program. Of the thirteen 1989 graduates, nine (69%) are ASE master certified, and twelve (92%) are certified on one or more ASE examinations. Of the fifteen 1991 graduates, six (46%) are ASE master certified, and twelve (80%) are certified on one or more ASE examinations. Of the seventeen 1993 graduates, six (35%) are ASE master certified, and sixteen (94%) are certified on one or more examinations.

The Ford automotive student service educational training program (ASSET) also provides data on graduates in relation to ASE certification. Of the thirteen 1992 graduates, three (23%) are ASE master certified, and nine (69%) are certified on one or more ASE examinations. Of these graduates, there are also three (23%) who are not certified on any of the ASE examinations. Of the fifteen 1994 graduates, four (27%) are ASE master certified, and twelve (80%) are certified on one or more ASE examinations. Only two (13%) are not certified on any of the ASE examinations.

In accounting, the graduate is eligible to take an optional national certification examination. This examination certifies the graduate as an Accredited Business Accountant (ABA) in either managerial or financial accounting. This is the two-year equivalency of a Certified Public Accountant (CPA). In 1994 there were ten graduates who elected to take the Accounting Accreditation Council for Accountancy and Taxation (ACAT) financial examination. Of these, six graduates (60%) were successful. Eleven graduates opted to attempt the ACAT managerial examination. Of these students, five (45%) were certified.

The National League of Nursing (NLN) examination for anatomy and physiology and for microbiology is administered as a final examination. The anatomy and physiology examination is administered each spring following two semesters of instruction. The microbiology class is offered each fall and spring. The test is administered every semester. The 1994 anatomy and physiology students scored in the 77 percentile. The fall 1993 microbiology students scored in the 85 percentile, and the spring 1994 microbiology students scored in the 84 percentile.

*** *Athletic Survey***

The following are results of a telephone survey to former student-athletes representing the various sports at NMJC, beginning with the class of 1985. Ninety-two attempted contacts were made and 82 were confirmed (94%). Information about each of the former student-athletes was obtained by personal calls

to each former student, parents of students, and/or coaches. The athletic survey was intended to determine the educational progress and present occupations of the former student-athletes. This survey did not determine if the student-athletes spent one or two years at NMJC, but it did determine that 85 percent of the student-athletes surveyed received associate degrees. Fifteen percent transferred to other colleges and universities. Ninety-seven percent of the athletes surveyed attended college after leaving NMJC. Of these athletes, 86 percent have graduated or are presently working toward their degrees. Sixteen percent have earned a master's degree or are presently working toward one. NMJC is committed to the student-athlete concept. NMJC has done a commendable job in preparing students who were also athletes for continued education and/or successful careers.

Present occupations of former student-athletes as received by this survey are as follows:

Accountant CPA OR CMA	1
Administration: Athletic Administrator	1
Children Home Director	1
Business:	
Ag Business (ranch/auction sale)	4
Management	5
Insurance	1
Communication:	
Television	1
Lawyer	1
Licensed and/or Certified Professional:	
Athletic Trainer	7
Medical Laboratory Technician	1
Military	1
Professional Rodeo Cowboy (top fifteen events)	3
Physician	1
Professional Golf:	
Touring Pro	2
Country Club Head Pro	1
Prosthetist	1
Public Service:	
Policeman/Fireman	2
Students	32
Teachers	18
Theologian	1
Unknown (between jobs or change of careers)	5

*** NMJC Grading Trends**

The average grade point at NMJC was 2.746 in the fall of 1994, which is somewhat higher than ten years ago when, in the fall of 1985, the GPA was 2.586. An examination of the fall grade point average during this period indicates that NMJC is experiencing an average overall GPA inflation of 0.61 percent per fall semester. During the past five fall semesters, the overall GPA fluctuated very little with an average rate of increase of .47 percent per semester.

Effective in the fall of 1989, the college instituted the following changes. NMJC no longer allows audit enrollments in physical education activity classes. Within the same time frame, NMJC revised its withdrawal passing/withdrawal failing (WP)/(WF) designations to that of withdrawal (W) only. The (W) grade does not affect the calculation of the student's GPA, whereas the (WF) calculates into the grade point average as an (F) grade. These changes have contributed to the slight grade inflation experienced by increasing the real number of higher grades awarded and by decreasing the number of grade awards that would lower the GPA.

In 1988 the nursing program was placed in the business and technology division. In 1989 NMJC combined its four instructional divisions into two divisions. Beginning in 1989, data was collected that reflected the grading pattern of the two instructional divisions. Since 1990 the arts and sciences division has increased its fall cumulative GPA by 3.0 percent. During the corresponding period, the business and technology division decreased the fall division GPA by 2.4 percent. A comparison of the fall arts and sciences percentage of A and B grades awarded in 1990 to that of 1994 shows an 8 percent increase. The business and technology percentage of A and B grades awarded reflects a .3 percent decrease during the same period. Although it is not documented, it is believed that the shift of nursing to the business and technology division has influenced the division grading pattern as observed.

The 1984 self-study indicated "a statistic that could be of concern is the increasing number of students who earn other than a passing grade (32.4%)." These grades were failing, withdrawal, incomplete, or audit. In the fall of 1990, 29.7 percent of the total grades awarded were something other than passing. In the fall 1994 semester, the percentage of other than passing grades had decreased to 25.7 percent. NMJC continues to monitor, through quality control indicators and grading studies, both grading trends and student grade awards.

✱ *Attrition Study*

Attrition is operationally defined as the total number of complete withdrawals occurring during the semester and is expressed as a percentage of headcount and/or FTE. NMJC tracks attrition each month as well as the cumulative totals for the semester. This data yields attrition rates that are compared to quality control indicators established by NMJC. The quality control indicators for attrition rates set 15 percent attrition of headcount or less as acceptable, with less than 10 percent considered very good. For full-time equivalency, 12 percent attrition is acceptable, with less than 9 percent considered very good. NMJC has remained well within the quality control indicator rates for headcount. Only five times since the 1985 spring semester did headcount attrition exceed 9 percent, the highest being 12.4 percent in the fall of 1990. The 1994 fall semester had a headcount attrition rate of 7.1 percent. The average attrition for headcount over the reporting period of eighteen regular semesters was 7.7 percent. The percentage of FTE withdrawals has also remained within the quality control indicators. The average percentage of FTE withdrawals from the 1985 spring semester through the 1994 fall semester was 6.2 percent. The only time during the last twenty regular semesters the FTE attrition exceeded 9 percent was in the fall semester of 1990 when a 9.8 percent was recorded. The lowest rate of 4.8 percent occurred in the 1988 fall semester.

In addition to the data gathered over the twenty semesters, four of the fall and spring semesters were reviewed after adjusting for headcount enrollment, FTE generation, and withdrawal occurring before the tenth class day. Even with these adjustments, attrition rates in both headcount and FTE were demonstrated to be well within the standards the college has set for itself.

✱ *Educational Effectiveness Inventory*

To determine the degree to which NMJC faculty, both full-time and part-time, and students feel that a systematic approach is employed in instruction, the Educational Effectiveness Inventory adapted from Barton R. Herrscher was administered to full-time and part-time faculty and all students in a 10:00 a.m. Wednesday class with instructions to complete the questionnaire anonymously and to refer to all courses taught or taken. The Educational Effectiveness Inventory assesses such aspects of instruction as whether a rationale is employed; the form, style, appropriateness, and consistency of objectives; the validity, variety, rigor, and effectiveness of learning activities; whether pre-, self-, and re-directional testing is used; and whether revision, mastery learning, accountability, and principles in instruction are employed.

Thirty-nine full-time faculty, seventeen part-time faculty, and 445 students returned the completed forms. An analysis of the results for central tendencies revealed that in 1984, the full-time faculty members believed they "almost always" or "usually" employed a systematic instructional process in preparing rationale and objectives, in employing learning activities, and in peripheral policies and practices. However, in the areas of pre-testing and re-direction, the majority of respondents indicated they employed these systematic procedures only "usually" or "sometimes." In 1994 the same central tendencies surfaced but 26 of the 30 individual items were evaluated lower than they were in 1984. This trend may be due to the fact that the faculty is more knowledgeable about evaluating educational effectiveness and the 1994 evaluation is more realistic than the one in 1984, or perhaps more faculty chose the "not applicable" option in 1994 than they did in 1984. This last factor could have significantly decreased the results in many of the individuals areas. There is no raw data available from 1984 with which to confirm or deny this suspicion. Sixty percent, or 18 of the 30 items are on the average listed by the 1994 full-time faculty members between "almost always" and "usually." Thirty-three percent or ten of the items fall between "usually" and "sometimes applied" and only 7 percent or two of the items, having to do with pre-testing and allowing students to retake failed examinations, fall below "sometimes applied."

The central tendencies of the 1994 part-time faculty correlate significantly with the results obtained from the full-time faculty. The part-time faculty were lower in only 4 of the 30 areas assessed, as compared to the 1984 full-time faculty, and lower in only 3 of the 30 areas as compared to 1994 full-time faculty. Sixty percent or 18 of the 30 items are on the average listed between "almost always" and "usually." Twenty-seven percent or 8 of the 30 items fall between "usually" and "sometimes applied." Thirteen percent or 4 of the 30 items fall below the "sometimes applied" category. These four items have to do with criterion-referenced testing, pre-testing, placement based on pre-testing, and allowing students to retest when they have failed a previous examination. The student results also displayed significant correlation with the full-time and part-time faculty. The central tendencies were again nearly exact in the various areas of assessment. Only 22 of the original 30 items were assessed, as it was deemed that eight of the questions were not relevant to students. Thirty-two percent or 7 of the 22 items fell between "almost always" and "usually." Sixty-four percent or 14 of the 22 items were between "usually" and "sometimes applied." Only 4 percent or 1 of the 22 items was below "sometimes applied."

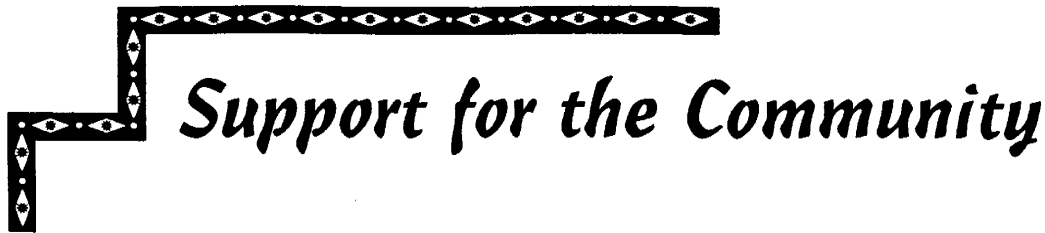
*** Summary**

The data indicate that full-time faculty, part-time faculty, and students believe a systematic approach is utilized in the areas of “rationale and objective,” “learning activities,” and “peripheral policies and practices.” The area that currently has the greatest need for analysis is “testing and recycling.” All three factions believe that pre-testing and the placement of students as a result thereof should be strengthened. There is also unanimous agreement that students who fail on the first attempt of an examination should be provided with the opportunity to retest and improve their performance.

*** Analysis of Lea County Teachers**

The mission of New Mexico Junior College is to provide a variety of lifelong learning opportunities for the people of the service area. Further, the college intends to provide opportunities for job/career skills and upgrading. In the spring of 1995, the college provided surveys to 739 full-time faculty members currently employed in the five public school districts in Lea County. There were 475 respondents for a return rate of 64 percent. There was a 61 percent response rate from the combined full-time faculty of the Hobbs and Lovington districts and an 84 percent response rate from the Tatum, Eunice, and Jal districts.

Of the 475 respondents, 339 (71.4%) had at some point attended one or more classes at New Mexico Junior College. This survey reflects little change when compared to the 72 percent who reported attendance when a similar survey was conducted in the spring semester of 1985. Of those responding to the current survey, 95 (20%) had reported graduating from New Mexico Junior College as compared to 55 (7%) in the previous study. This study is only of Lea County teachers and represents only those currently employed. It is clear that New Mexico Junior College has been contributing to the professional development and re-certification needs of this major professional group in Lea County. Survey results also showed that 43 teachers had taught at least one credit class for NMJC, while 35 had taught non-credit classes. Many of the respondents expressed a desire to teach a class for NMJC in the future.



Support for the Community

* Methodology

The support for instructional programs assessment committee and the support programs for the community assessment committee developed a survey to assess Lea County resident perceptions of the community enrichment and continuing education activities provided by NMJC. Surveys were sent to 2,700 individuals randomly selected from the Lea County voter registration lists. The survey contained 64 response items and also provided a comments section. There were 351 responses with 231 coming from Hobbs, 58 from Lovington, 10 from Tatum, 20 from Eunice, 10 from Jal, and 22 others not identifiable by community.

* Results

The survey results on community enrichment and continuing education are as follows:

Areas:	1 Agreed/Strongly Agreed on Appropriateness	2 Disagreed/Strongly Disagreed on Appropriateness	3 Used Service Program	4 Agreed/ Strongly Agreed Service was Good	5 Disagreed/Strongly Disagreed Service was Good
Athletic Programs	67%	7%	52%	40%	3%
Caster Activity Center	74%	2%	57%	47%	2%
Con. Ed./Comm. Dev.	71%	8%	75%	63%	3%
LC Cowboy Hall of Fame	66%	7%	64%	49%	5%
LCS/ABE/Tutoring	71%	2%	55%	41%	2%
Musical Productions	50%	2%	52%	34%	3%
Pannell Library	78%	4%	76%	64%	2%
Small Bus. Dev. Center	59%	3%	46%	29%	3%
Theatre Productions	43%	3%	44%	27%	3%
Art Shows/Exhibitions/ Fine Arts Workshops	58%	6%	64%	50%	3%

- 1) Percentages represent respondents' answers—either Agree or Strongly Agree—to the question: "is appropriate and provides enrichment activities."
- 2) Percentages represent respondents' answers—either Disagree or Strongly Disagree—to the question: "is appropriate and provides enrichment activities."
- 3) Assumptions made in determining the percentage of respondents using services and programs include: taking the responses answered 1-5 (Strongly Agree through Strongly Disagree) as individuals using the service, and taking the answers of "not Applicable and blank/invalid" as individuals who have not utilized the service.

- 4) Percentages represent respondents' answers—either Agree or Strongly Agree—to the question: “I have used in the past and rate their services as good.”
- 5) Percentages represent respondents' answers—either Disagree or Strongly Disagree—to the question: “I have used in the past and rate their services as good.”

Seventy-five percent of the respondents agreed or strongly agreed that NMJC is achieving its goals to provide community services. The concept of community services is generally understood due to the consistency of responses in the individual areas of community service. The survey shows overall support and community use of facilities and services to be positive and appropriate to community college programs.

The Pannell Library, Caster Activity Center, community development, and learning and career services showed the most overall support for the appropriateness and utilization of these programs and services by the respondents.

The cultural areas of the institutional community enrichment programs were viewed least favorably. These areas include musical productions, theatre productions, art shows, exhibitions, and fine arts workshops. Although the responses in these areas were still more supportive than not, the large number of “not applicable” responses indicate a possible lack of awareness of cultural events held on the campus.

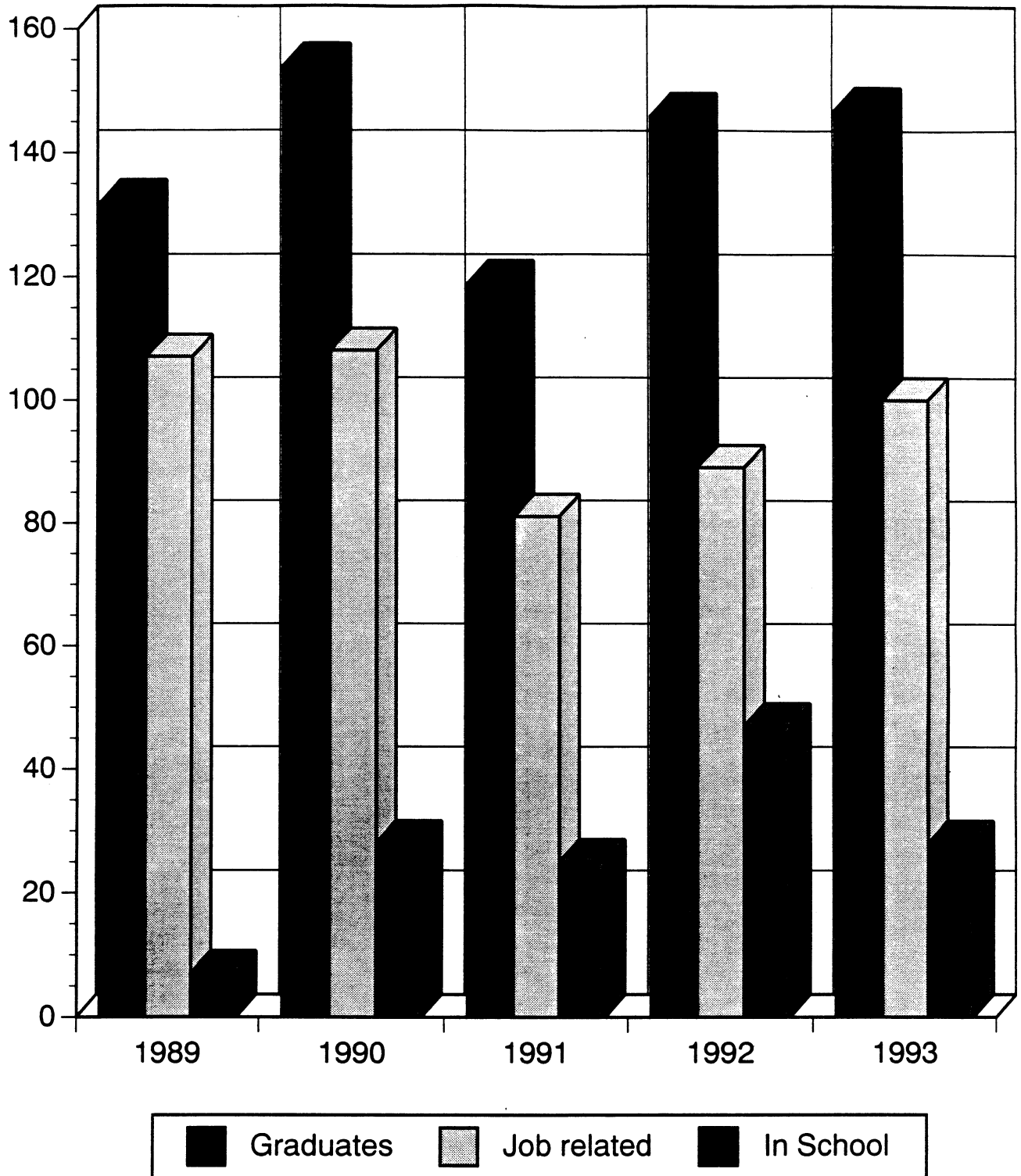
Several of the community development programs are very specific as to the clientele or individuals which they serve. Therefore, the negative or neutral responses may not be directly relative to a lack of support but an absence of need for such a service (e.g., Small Business Development).

Additional responses were solicited from the respondents concerning the areas of community development and continuing education. These responses show that overall continuing education classes are meeting the needs of the community. The question “continuing education classes are well taught,” received a significant number of “neutral” and “not applicable” responses, which may indicate a lack of confidence in assessing instructors. Another area receiving a large number of “neutral” and “not applicable” responses was the question “community development programs respond to my professional education needs,” and may have occurred because the respondents were not professionals or did not require professional continuing education.

✱ *Support Services for Students*

Support services for the students of New Mexico Junior College are provided by the admission and records office through academic advisement, the career development center, the counseling office, the financial aid office, student activities, tutoring, student housing, student recruiting, the student orientation program, the testing center, and the job placement/minority recruiting office. These services are designed to enhance student success. A more detailed description of student support services can be found in the resource chapter.

Vocational/Technical Program Effectiveness



*** Placement**

The job placement/minority recruiting office has not been included in the graduate survey or in the campus environment survey. The office exists to help students with their job search, locally and beyond. The primary goal is to provide as many job contacts as possible for the students and alumni. New Mexico Junior College's job placement statistics for 1993-94 were as follows:

<i>Number of Contacts</i>	456
<i>Number of Placements</i>	200
<i>On-Campus Jobs</i>	166
<i>Off-Campus Jobs</i>	34
<i>Percentage</i>	44

Since the office is in its second year of operation, comparative data is not yet available.

*** Methodology—Graduate Survey**

The college surveys its graduates and certificate earners annually to ascertain the effectiveness of the overall campus services and educational programs. These respondents provide information about their current work situation and describe their current educational situation. The graduate survey is mailed to all students completing an associate in arts, associate in science, associate in applied science, and certificate program completers approximately six months after completion of the program. Respondents indicated very good, good, neutral/not used, poor, or very poor relative to various student support services.

*** Results—Graduate Survey**

The graduate survey results indicate that the services provided by the admission and records office, financial aid office, counseling office, business office, bookstore, library, and by the academic advisors were rated by 80 percent or more of the respondents as being good or very good.

*** Analysis Graduate Survey**

The vast majority of New Mexico Junior College graduates responding to the graduate survey perceive the primary student support services as being effective.

*** Methodology—Campus Environment Survey**

The campus environment survey is used to monitor the student's perception of the campus climate including service related areas. A portion of the campus environment survey requested that respondents rate the services of the admission and records office, financial aid office, counseling, business office, bookstore, library, and academic advising. Ratings were limited to agree, neutral, and disagree in this portion of the 1994 survey. The campus environment survey was administered to students enrolled in English sections meeting at 10:00 a.m. This sample was used in order to obtain responses from a cross section of NMJC's student body.

*** Results—Campus Environment Survey**

Survey results indicate that a 50 percent or greater majority of students responding to the survey agree that the primary student support services are perceived as friendly, knowledgeable, helpful, timely, accurate, and effective in serving students. In many instances a significant majority expressed these perceptions. The only exceptions noted involved the financial aid office ratings in the areas of timeliness and accuracy.

*** Analysis—Campus Environment Survey**

Currently, enrolled students perceive that the primary student support services are being delivered effectively. The neutral responses in the campus environment survey probably indicate non-use of a service. In the case of the financial aid office, it is worth noting the majority of students believe the office to be friendly, knowledgeable, helpful, and effective. It is believed that exceptions of timeliness and accuracy as noted stem from federal requirements that are not readily understood by some of the students.

*** Support Services for Instructional Programs**

Direct support services for the educational and instructional programs of the New Mexico Junior College are provided by the bookstore, computer center, graphic arts, Pannell Library/ IRC, Learning and Career Services, custodial and maintenance support, and secretarial support.

The computer center serves a wide range of purposes oriented to the mission of the college. With the installation of the library automation system and the opening of gateway service on the Internet, the computer center is becoming involved more heavily in academic user support and in the provision of services to the service area computer user. The computer center continues to update system hardware on a regular basis and has installed software upgrades to keep service at the highest possible level.

The career center provides information to NMJC students as well as workshops and individual advising for students within the district. The career collections are catalogued and maintained by the library.

The Pannell Library and IRC are rapidly changing the provision of information access services on the NMJC campus through the implementation of an on-line public access catalogue, access to the OCLC *Firstsearch* databases, and increased offerings for full text magazine and newspaper articles through the UMI product *ProQuest* and the CD Newsbank. The library also provides full bibliographic data through the on-line catalogue for all current periodicals. The library collections are managed using the latest technology for analysis. The library professional staff is considered expert by other two-year colleges because of their presentations and publications on a wide range of topics including collection analysis through bibliographic instruction, the Internet, off-campus access to college databases, inter-library loan programs, and to the use of the local cable system as a telecollege provider.

✱ *Methodology*

Surveys to determine perceived levels of service, satisfaction, accessibility, adequacy of equipment and materials, and personnel levels were administered where applicable in relation to the following: bookstore; computer center; graphic arts; Pannell Library; learning and career services including the learning lab, career information services, tutoring services and testing center; interactive television; faculty in-service and staff development; custodial and maintenance services; and secretarial support. Full-time and part-time students in various subsets along with full-time and part-time faculty were surveyed. The surveys included a “not applicable” response, which was not calculated into the means of the responses. The “not applicable” response was expressed as a percentage of the total responses to an item.

✱ *Analysis*

The students surveyed were divided into subsets of full-time and part-time according to attendance of more than one year and less than one year. The same pattern of response was evident across all student respondents. The means of student responses were overwhelmingly above 3.0 on a 5.0 scale in almost all of the response items. The primary exceptions to this were those items requesting information on usage by the students. This response indicates the existence of at least slight agreement as opposed to disagreement with the service levels, satisfaction, accessibility, adequacy of equipment and materials, and personnel levels with operations in the bookstore, library, tutoring, career information, learning laboratory, testing center, graphic arts (copying), and with interactive television.

Students were not requested to respond regarding faculty in-service and staff development nor were they requested to respond to custodial and maintenance services or secretarial support. Some response items received a relatively large “not applicable” response and especially so in those items regarding usage. This may indicate the respondent had no knowledge of an operation or perhaps had no need of access to those services.

The full-time and part-time faculty were also surveyed. The means of faculty response were generally above 3.0 on a 5.0 scale indicating at least slight agreement with the service levels, satisfaction, accessibility, adequacy of equipment and materials, and personnel levels. There were some areas of concern indicated by the survey responses. These were associated with faculty in-service in the area of information and training in NMJC’s tutoring, testing, and career information services; staff development in the area of resources and committee leadership; and access to the computer data bases to support instruction. There were also slightly negative responses regarding maintenance services and secretarial support. Part-time faculty frequently indicated the “not applicable” response raising the question of whether many part-time faculty members lack awareness or have simply not had the need for involvement with or use of some support for instruction operations of the college.

✱ *Summary*

The center of the college's effort to support instruction is the Pannell Library/IRC. The library operation meets the Association of College and Research Libraries (ACRL) standards and the Association for Educational Communication Technology (AECT) standards at the "good" level. Only staffing, of the seven standards categories, has an "adequate" rating. Library concerns are primarily in the areas of staffing, budget stability, equipment, CD ROM access, and student seating. Survey data indicate that New Mexico Junior College is adequately providing support for instruction.

✱ *NMJC: Education and Training that Impact Lives*

New Mexico Junior College has had a positive impact on the lives of the people of its service area by providing quality lifelong educational opportunities for them. The college's impact on the upward mobility of service area citizens is illustrated in the following examples.

A family of seven moved into the NMJC district from Mexico in 1979. The parents participated in English as a Second Language classes offered by the college. Of the five children, three have graduated from high school and each of these has attended NMJC. One of the children attends high school while the youngest is an elementary school student. Of the high school graduates, the oldest is a graduate of NMJC and has just completed a bachelor's degree in accounting at a state university, one is currently enrolled as a full-time student at NMJC, and one is attending a private college.

The next individual began working with NMJC's Small Business Development Center in June 1994, and qualified for the women's pre-qualification loan program through the Small Business Administration. She opened a non-emergency medical transportation business in December 1994. In her words "the SBDC is an asset to the community. It helps those with small business dreams turn their dreams into reality."

A graduate of one of the district high schools and of NMJC participated as a member of the NMJC men's basketball team. Upon graduation from NMJC, this student-athlete continued his education and basketball at an ivy league university. He pursued a pre-medical curriculum, and upon completion of his undergraduate studies, was accepted into medical school. He has completed medical school and is currently participating in a medical residency. He has indicated his intent to return to Southeastern New Mexico to practice medicine.

A family moved from Arkansas to Hobbs with the intent of enrolling at NMJC to pursue higher educational opportunities. This husband/wife team believed, that without additional education, there was no opportunity for upward mobility. They decided to attend New Mexico Junior College because of its low cost, its outstanding reputation, and because there were family members in a nearby community. The husband graduated from NMJC earning academic honors, including passing the ABA

examination for accounting on the initial attempt. He also earned a scholarship to continue his education at a nearby four-year institution. Since graduating from NMJC, the husband has been employed full time in a professional position in a higher educational institution and will earn a bachelor's degree this summer. The wife earned a GED and then enrolled at NMJC. She has progressed through the nursing program, earned her license as a LPN, and recently completed the college's registered nursing program. She is currently a full-time employee at a local hospital.

A Hispanic female in her mid-40s, who is a wife and mother of three children, is completing training in cosmetology this month. As a result of her career training and her utilization of the Small Business Development Center on campus, she will open her own local business in the summer of 1995.

One mother of two teenage boys entered the nursing program in the fall semester of 1990 and graduated in the spring semester of 1992. While pursuing her nursing degree, her husband passed away unexpectedly. After she successfully passed the RN state board examination, she opened her own business, a home health nursing agency. In April 1995, she was recognized by Governor Gary Johnson as one of the outstanding business women of New Mexico because her business has grown to include thirty-five employees and grossed in excess of \$2.5 million in its first year of operation.

Finally, consider the siblings, spouses, and in-laws of another family, all of whom have earned associate degrees in nursing at NMJC. One woman is currently employed as an emergency room nurse in a large hospital in Lubbock, Texas. She is also pursuing a bachelor's degree at Texas Tech University. One of her brothers is an operating room nurse and is pursuing a BSN degree at Arizona State University. A sister-in-law graduated in the spring of 1994 and has become a partner in an assisted-living facility in Utah with another member of the family. Another brother entered the NMJC nursing program in the fall of 1992. As a displaced oil field worker, he sought retraining. After graduating in the spring of 1994, he began working full time at a local hospital. He continues to be employed full time and is pursuing his CCRN certification. His wife has worked at a local hospital since her graduation from NMJC in 1985. She has served as a head nurse and is currently working in one of the departments that she once supervised. A daughter of the above couple, who is a junior level honor student in one of the area high schools, has indicated an interest in entering the NMJC nursing program after her graduation.

*** Final Statement**

The materials and patterns of evidence collected by the self-study outcomes committee and the assessment committees have been presented and intensively evaluated. Based on the follow-up, outcomes, and value-added investigations conducted, New Mexico Junior College believes the institution is accomplishing its educational and service purposes.

*** Concerns, Strengths, and Recommendations**

Concerns:

- 1) The college needs to maintain competitive salaries at the college.
- 2) The college needs to keep pace with rapidly changing technologies.
- 3) The college needs to develop and/or improve its tracking systems and/or data bases in some areas.
- 4) The college district needs to be made aware of the cultural enrichment activities provided by NMJC.

Strengths:

- 1) The college has quality control indicators providing both a reference point and guidance in evaluating the quality of the college.
- 2) The college has full-time employees who understand the purposes and goals.
- 3) The college has integrated technology into support services for instruction.
- 4) The college's transfer students do well at receiving institutions.
- 5) The college's students continue to do well on licensure and certification examinations.
- 6) The college emphasizes the student in its student-athletes.
- 7) The college has a number of excellent data bases.
- 8) The college contributes to the professional development of public school teachers within Lea County.
- 9) The college is meeting the continuing education and community development needs in the Hobbs greater area.

Recommendations:

- 1) The college needs to seek ways to maintain competitive salaries for all of its employees.
- 2) The college needs to establish a process to monitor, establish, and maintain high levels of technological support to manage information within all sectors of the college.
- 3) The college needs a tracking system and/or data bases to improve, develop, and gather information for feedback into the decision-making processes in some areas of the college, such as use of Internet, developmental studies, and some cooperative and certificate programs.
- 4) The college needs to access the level of and the need for cultural enrichment and continuing education in the outlying communities of the district.

4 *Planning and Potential for Strengthening Educational Effectiveness*

“The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”

*** Introduction**

New Mexico Junior College has had a successful history of an ongoing planning process. A year before the creation of the NMJC district, Dr. C. C. Colvert, consultant, conducted a feasibility study on the financial and building needs for a local junior college in Lea County, New Mexico. This vision has been fulfilled through years of service, wherein New Mexico Junior College has reaffirmed and expanded a commitment to provide the people and communities of the college district with a wide range of academic, vocational, technical, economic, and continuing education opportunities.

Shortly after the establishment of the NMJC district on January 20, 1965, and prior to the start of classes in September 1966, the institution followed a critical planning method to initiate effort in the following areas:

- establishing academic and professional standards for the college;
- selecting a salary and insurance/retirement benefit package that would attract highly qualified administrative, instructional, and support staff;
- developing comprehensive vocational-technical curricula based upon input from community business/industry leaders and the high schools within the district for an area vocational high school at NMJC;
- soliciting information from all New Mexico institutions of higher education for the purpose of developing curricula, which would articulate with their institutions in the areas of pre-professional and liberal arts;
- seeking endorsement by the New Mexico institutions of higher learning for the first NMJC college catalogue;
- developing a master architectural plan by Frank Standhardt, college architect, for the layout and construction of a circular campus, which would allow for future growth;
- acquiring learning resources and support equipment for the various vocational/ technical, pre-professional, and liberal arts curricula;
- allocating funding for the purchase of a comprehensive library/resource center for student use; and
- acquiring accreditation for the institution.

From the time of NMJC's conception until today, significant changes have occurred in the demographic and economic conditions of Lea County. The college has made a concerted effort in meeting the ever changing needs of the community through a dynamic planning process. Through this planning process, NMJC has positioned itself to continue the educational service programs. Because of the constant interaction with the past and the continued monitoring of current environments, the institution is positioned to forecast future needs and make decisions today, which will place the college in a position to be successful tomorrow.

How well the college is doing its job is reflected by how well the students are doing in the four-year academic institutions, in business, and in the various occupational fields. NMJC utilizes "field testing" and views it as one of the most important tools for assessing continuity in quality education. Devices for field testing include:

- 1) evaluation of job performance of Ford ASSET program employees who have been out of school one year,
- 2) surveys by various departments of NMJC of departments in four-year schools,
- 3) exchange of information between NMJC counselors and counselors at four-year institutions, for example entrance examinations, exit examinations, and remedial course work,
- 4) exchange of information between specific departments and employees within the community and throughout the state, and
- 5) alumni newsletters to keep up with the success of students and assess their job needs and effectiveness.

Since receiving a ten-year accreditation in 1985, New Mexico Junior College has been involved in various major studies, which provide a basis for institutional growth and program evolution. These include an *Institutional Self-Study Focused Evaluation, 1988*; periodic state evaluations; and the continuous development of a five-year rolling plan. Required renewal of individual program certifications generate ongoing evaluations as well as outside validations of program quality. Programs include the National Automotive Technician Education Foundation (NATEF), National League of Nursing (NLN), New Mexico Board of Nursing, and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Certification of the cosmetology program and paralegal/legal assistant program is forthcoming. Concerns and recommendations made by industry, state, and national evaluation teams assist NMJC to keep up with current and future academic, business, industry, and professional trends.

An evaluation of the following graphs demonstrates the progress of role planning at New Mexico Junior College. Over the last fifteen years, the institution continued to grow and expand its educational base despite obstacles such as the dramatic change in student needs, the economics of the community, and the demand for education.

*** Cumulative Square Feet**

With 71,800 square feet of classroom and administrative space, New Mexico Junior College admitted its first students in 1966. Since then the campus has expanded to 328,600 square feet in 1994, with projected growth to 439,690 square feet within the next three years.

***NMJC Campus
Actual***

<u>Major Phase 1965-66 (started)</u>	<u>YFTE</u>	<u>GSF</u>	<u>GSF/YFTE</u>
I 1968-69 (3 Years)	763	160,180	209.9
II 1982-83 (14 Years)	1,205	246,005	204.2
III 1986-87 (4 Years)	1,272	253,205	199.1
IV 1994-95 (8 Years)	1,760	328,620*	186.7
<u>Projected**</u>			
1999-99 (4 Years)	2,070	439,620**	212.4

Key: YFTE = Yearly FTE Students
 GSF = Gross Square Feet
 NSF = Net Square Feet

* Total GSF 1993-94 = 328,620
 Total NSF = 259,391 or 78.9%

** Projection: When all requested capital projects are funded and constructed, the present facilities master plan will have been completed.

NOTE: 1998-99 is the target date for completion of the present facilities master plan.
NMJC's target based on QCIs 200 GSF per annualized FTE.

*** Revenues**

New Mexico Junior College has changed its funding sources significantly. Alternative sources of funding were developed over a twenty-year period in response to the regional oil crisis. Of special note is the increase in general funding appropriation (GFA). Since 1994 NMJC has become a member of the New Mexico Commission on Higher Education funding formula. This funding will be phased in over a three-year period with one hundred percent projected funding in the 1996-97 academic year. New Mexico Junior College's growth and development is a consistent planned growth. The college looks to the future with the same positive commitment from the past.

**I&G Budgeted Revenues
Total Budget by Source
1989-94 Projected 1995-96**

	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96*</u>
	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>
Oil & Gas Production	48.0	44.8	42.0	39.9	32.3	28.3	25.0
Ad Valorem Taxes	24.8	20.0	21.8	21.5	20.3	18.4	16.2
Tuition & Fees	12.0	12.5	12.2	13.8	14.7	13.7	13.7
GFA	13.8	21.1	22.2	22.7	29.3	38.3	43.5
Interest	0.9	0.8	1.1	0.5	0.4	0.3	0.7
Miscellaneous	0.5	0.3	0.7	1.6	3.0	1.0	0.9
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

*Projected.

*** Student Enrollments**

New Mexico Junior College has consistently offered courses and degree plans that prepare students for professions in a variety of competitive fields. The growth of enrollment has been directly affected by course and degree plan offerings and has been linear in nature.

*** NMJC's Planning Process, 1995-2000**

New Mexico Junior College's strategic planning process has been adjusted to include the New Mexico Commission on Higher Education's (CHE) guideline for planning, especially in the areas of facilities and equipment funding. NMJC 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 processes of the college. New Mexico Junior College will continue to request maximum participation in the various activities of the planning, assessment, and budgetary processes from the Board, faculty and staff, students, administration and management, and the citizens of the college's service area. The college's assessment plan of academic achievement of students will be incorporated into the planning processes of the college. The CHE is most interested in the assessment activities of the commission (NCA/CIHE). The CHE has taken a pro-active role in the development and implementation of planning and assessment strategies in the state, particularly as they relate to academic achievement of students.

New Mexico Junior 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. *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*, will help the college organize its future in terms of decision making in relationship to challenges, options, and opportunities. Planning is structured so that decisions made today will impact the future in the most positive, ethical, and effective ways.

New Mexico Junior College must be careful not to direct the full energies of the faculty and staff to the protection of "what we have been." The college should continuously re-evaluate its mission and goals and educational delivery systems in relationship to those of competitors and systematically carve a vision of the future based on learning and service. NMJC must also attempt to understand the environment and culture of its service area through the 1990s and beyond. In other words, this is our "best guess" of what is going to happen in the middle of the 1990s and through the year 2000 in Lea County, Southeastern New Mexico, and West Texas.

*** *The Use of Planning, Assessment, and Continuous Self-Study Concept at NMJC***

Through its study, assessment and planning processes, and its involvement in national and state level higher educational issues, NMJC is aware of the economic shifts at work in the state and in the nation and of the changing nature of the state's and nation's work force, political climate, and cultural environment. Through its continuous environmental scan of the college's service area and the state, the institution is attempting to understand the changing nature of the region's and the state's social, economic, and political climate. Also, through its market research efforts, the college is attempting to understand the region's changing social and cultural patterns, economic and political climate, and dynamic educational and service requirements so that it can continuously re-engineer its personnel and services as a community-based institution of higher education.

The full-service community college is making every effort to remain current in its thinking, its planning, its designing and developing, and its implementing of programs to serve the educational and service needs and wishes of its clientele. New Mexico Junior College's planning process utilizes five faculty and staff task force planning committees to review and evaluate the college's current status and to make recommendations today that will impact the college in a positive and effective way in the future. These task force committees are: 1) curriculum, 2) student services committee, 3) faculty and staff development committee, 4) fiscal resources committee, and 5) physical plant and grounds committee. The president appoints the membership of these task forces annually. Each planning committee is directed by a chairperson who appoints a recorder to take committee minutes. A record is made of each meeting and recommendations are made to the director of institutional research and planning annually. A brief abstract of each task force recommendation report is included in the NMJC's strategic five-year rolling plan each year. This planning document is updated with the help of these five faculty and staff planning committees. These five task force planning committees will continue to function as review committees with the college's planning and assessment procedures and processes. By joining the resources of the college and its service area community with the institution's planning, assessment, and self-study processes, NMJC is improving the effectiveness of its teaching and learning and service activities to improve the quality of life of its service area.

New Mexico Junior College's current objective in planning is to combine planning, assessment of academic achievement, and the self-study process to provide a vehicle for the continuous upgrading and improvement of its educational and service programs. The following plan for assessment of academic achievement, continuous self-evaluation, and institutional improvement will be fully designed, developed, and implemented during the 1995-96 collegiate year. The major factors in the process will combine the present assessment of academic achievement, self-study, and institutional improvement with the college's strategic five-year rolling plan concept. The plan is as follows:

*** Plan for Continuous Institutional Self-Evaluation**

1) Administration and Governance

Each Year:

- evaluation and review of administrative performance

Every Two Years:

- review of administration and organization structure
- review of communication linkages and committee structure
- survey: The Profession and Practice of Consultation

2) Educational Programs: Assessment of Academic Achievement

Continuous:

- testing and placement program

Each Year:

- educational program effectiveness: survey graduates and other program completers
- registry results
- NMJC grading trends study
- attrition study
- evaluation of instruction program: performance of teaching faculty
- value-added testing program: pre-test (ACT or SAT) and post-test (CAP)
- developmental students follow-up and tracking investigation

Every Two Years:

- educational effectiveness inventory: faculty and students
- institutional inventory: good practice in undergraduate education survey

Every Three Years:

- transfer students follow-up (six colleges and universities)
- vocational/technical program completer follow-up and employer survey

Every Five Years:

- athletic follow-up survey
- Lea County teachers' survey

3) Support Services for the Community

Every Two Years:

- community survey

Every Three Years:

- occupational needs analysis and labor survey

4) **Support for Students**

Every Year:

- survey of Lea County scholastics
- inventory of high school graduates in service area
- inventory of GED graduates in service area
- inventory of honor graduates in service area
- NMJC's clientele inventory
 - full-time day students
 - part-time evening students
 - outreach and interactive TV students

5) **Support for Instructional Programs**

Every Two Years:

- inventory of institutional services survey

The institution's quality control indicators (QCI) will be reviewed annually and updated at least every five years. The quality control indicator concept needs to be expanded to include student academic achievement indicators, such as test cut-off scores for placement purposes and expected achievement levels of developmental course completers. Quality control indicators directly related to student academic achievement should be included in a new sector of the QCIs.

The college's mission and goals need to be reviewed annually and updated at least every five years through a comprehensive study and review process. The concerns, strengths, and recommendations listed in the 1994-95 institutional self-study should be reviewed each year and a record should be made of the college's effectiveness in the implementation of the various recommendations. This whole process needs to be incorporated into the college planning procedures and processes and included in the NMJC's strategic five-year rolling plan.

*** *Administration and Governance***

Twelve years of discussion, planning, and legislative activity preceded the enactment of the 1963 Junior College Act and the subsequent establishment of New Mexico Junior College as the state's first community college. Since 1975 planning, assessment, and the continuous institutional self-study concept have assisted the college to improve the effectiveness of its educational and service programs. The patterns of evidence presented by the college over the past twenty years demonstrate the college's ability to join continuity and improvement to planning, to assessment, and to self-study. Because of this commitment, the college can continue to accomplish its purposes and strengthen its educational and service programs as it moves into the future. The people, clientele, and faculty and staff; the financial resources; the physical plant; the curriculum; and the commitment to the philosophy of the full-service community college are in place and have a high probability of continuing through the years. NMJC has planned for educational improvement, built on assessment and self-study, and has utilized the self-study and accreditation processes during its thirty-year history to grow as an institution of higher education.

The NMJC Board, the administration, the faculty and staff, and the clientele are committed to the strategic five-year rolling plan concept and its role in planning at the college. Through a series of committees and input from the governance system of the college, the current planning process is ongoing, takes into account present and targeted internal and external circumstances that can impact the

institution, results in a written annually-updated document, and attempts to enumerate the accomplishments accommodated through modification of the previous year's five-year rolling plan. The planning process at NMJC is cumulative, progressive, and effective and has widespread usefulness throughout the institution.

In time of significant change, forecasting the future can be an uncertain and hazardous business. In the past, New Mexico Junior College has experienced demographic shifts and financial upheavals in the boom and bust periods of the oil and gas production industry, but because of its planning processes, the college has been able to adjust to these trends and improve the effectiveness of the institution. Planning by the Board and administration has always been an integral part of college life.

The administration and governance of the college has been adjusted and changed over the last several years to take advantage of these demographic shifts and financial upheavals to make NMJC a stronger institution of higher education. The college will continue to make these adjustments and changes to meet the needs of today and tomorrow.

*** *Educational Programs***

One of the major strengths at New Mexico Junior College is its commitment to planning for its educational programs. Since its founding in 1965, NMJC has consistently worked within the scope of its mission to meet the educational needs for Lea County and the surrounding area. Since its inception, NMJC has grown and expanded its course offerings while continuing to provide a quality education with affordable tuition.

After an educational program has been in place for five years, it is screened according to enrollment and graduate figures. If it does not meet the basic criteria outlined in the original degree plan or if the needs of the community have changed, an evaluation takes place to determine the merits of the degree. This is done by the vice president for instruction, the departmental dean, and the chair. If the program is in question, it is referred to the curriculum committee with the recommendations of the aforementioned individuals.

Another program that is being offered is the Area Vocational High School program. These classes are offered to interested high school students who can utilize them for college credit. Course offerings include automotive, computer science, and graphics. Because of the constantly changing educational environment in New Mexico, classes and degree programs must be continually evaluated and updated. New class offerings are very common and change with the needs of the students.

*** *Community Support Services***

From its inception as an educational institution, New Mexico Junior College has been committed to serving all entities within the population of its district. Additionally, the college has committed itself to staying attuned to the continually changing needs of the community and being flexible enough to meet those needs.

From 1980 to 1988, the dean of instruction for community and student development, the director of community development, and two additional coordinators were responsible for the planning and implementation of community development programs. However, in 1989, to service more effectively the district clientele, New Mexico Junior College moved the community development office from under the umbrella of the dean of instruction to the vice president for instruction. In 1992 NMJC again re-organized and included the public information office as a part of community development. At that time this office began reporting directly to the president of the college as it does today. With this new organizational move, community development changed to a self-supporting status in its class offerings. It also expanded operations to include national testing for occupations which require certification. The number of people served by the office of community development has grown from approximately 848 in 1969 to 2,772 in 1994. In addition, 13,950 community members utilized NMJC's facilities, according to community development records.

In the mid-80s, community resources declined as the local oil-based economy suffered a downturn. New Mexico Junior College sought and received federal and state funding for additional community support services. With these funds, NMJC established the learning and career services area under the business and technology division. In July 1986, this new area offered district clientele access to Adult Basic Education (ABE) classes, which would improve their employability. These classes include English as a Second Language (ESL) and General Education Diploma (GED), as well as extensive information and testing for different career fields. Vocational services for the handicapped students also became an integral component of this new area. Learning and career services grew from an initial staff of four to the present staff of eleven and is now its own department, reporting to the vice president for instruction. The first funding was \$15,000, and today's funding amounts to more than \$480,000. A total of 46,533 people have been served by this department. With each fiscal year, NMJC investigates and aggressively pursues federal and state monies to maintain and expand this area of service to the community.

Input for community service programs continues to be gathered, using both community and individual requests to the office of the director of community development or the office of the president. Current community support opportunities include: NMJC Youth Academy, Moran lecture series, art exhibits, continuing education units (CEUs), fun run, blood drives, Lea County Cowboy Hall of Fame and Western Heritage Center, Staked Plains Roundup, poetry reading and competitions, athletic events, dance classes, music and drama performances, writer/speaker series, career education for public schools, ABE/ESL/GED services, driving schools, state testing, interactive teleconferences, small business development center, nursing outreach, business and technology skills competition, career placement with local businesses, developmental testing and placement, ASSET testing and placement, and ITV course offerings.

* **Public Information**

The public information office participates as the information center for the college and works to enhance the college's image in the community. It coordinates its activities by pursuing the following objectives: publishes the bimonthly full-page newsletter—*Thunder Enlighten*; publishes a weekly calendar listing all campus events for the NMJC employees; provides photographs used in the newsletter and support for stories and press releases that are written for the media; maintains a string file for all published articles; and communicates with regional television stations reporting on college programs and events.

*** *Support Services for Students***

The various student support services at New Mexico Junior College are designed to complement the college's instructional program of providing quality on-going learning opportunities for the citizens of the service area. Student support services include the areas of admission and records, student activities and housing, student recruitment, athletics, financial assistance, public information, and guidance and counseling. The above mentioned areas fall under the office of the vice president for student services. Other areas of support services for students, such as marketing, have been divided into two functions: public information and student recruitment.

*** *Admissions***

The admission policies of NMJC are compatible with the objectives of the college. Clientele needs are in several admission classifications:

- 1) high school graduates or the equivalent (GED),
- 2) non-high school graduates whose classes have graduated and who show desire and ability to profit from instruction,
- 3) transfer students from regionally accredited colleges or universities,
- 4) area high school students recommended by their administration for dual enrollment in high school and NMJC, and
- 5) students receiving individual approval—those enrolling for specific courses, those with incomplete applications, or graduates of other institutions of higher education.

*** *Student Advisement, Counseling, and Tutoring***

The purpose of student assessment at NMJC is to provide indications of a student's level of skill for advisement and placement into appropriate level courses. First-time students who wish to enroll in nine or more credits during a semester and/or seek a degree are advised to complete this assessment. Students enrolling at NMJC in the fall of 1994 were mandatorily placed in mathematics, reading, and English classes based on their ACT, SAT, or ASSET scores. This mandatory placement policy affected only new students starting in the fall of 1994. Students previously enrolled at NMJC were exempt from being mandatorily placed, but they were encouraged to follow the suggested placement in English, reading, and mathematics.

Student advisement is the process of using the assessment data and student-reported abilities and interests to guide the student into appropriate courses as well as assisting in degree/career planning and adjusting to college life. The student advisement program is staffed by counselors and full-time faculty. The student and the advisor are matched on the basis of the student's major after the student enrolls. Students wishing to be assigned to a faculty advisor or needing information regarding advisement need to contact the counseling office.

The tutoring program at NMJC is funded by the State Department of Education Vocational/ Technical and Adult Education. The tutorial program at the college is an instructional support service designed to provide program participants with the individualized instruction they may need in order to succeed in

the college classroom. It provides students with qualified tutors at no cost. Tutorial sessions are held in a small group setting with no more than three students in each session. The program also provides referral services and moral support to help ensure the student's success.

The director of counseling and three full-time counselors are employed on a twelve-month contract basis to provide assistance to the students in choosing or changing careers, deciding on majors, selecting classes, determining transferability of courses, gaining independence, acquiring study skills to be successful, making decisions, exploring ways to deal with problems, and confronting problems that hinder a student's progress. Students in need of serious personal counseling are referred to a variety of capable community agencies. The college also has a career information center furnished with a Guidance Information System (GIS) and a Student Interactive Guidance and Information System (SIGI). The GIS has information on 1,025 careers, lists over 1,500 two-year colleges and over 1,700 four-year schools, and provides information about scholarships and financial aid. SIGI takes a student through the career decision-making process.

*** *Student Activities***

Student activities are developed and coordinated by the student senate and advised by the director of student activities. Senate members are represented on most college committees, including the institutional council. The student senate assists in financing NMJC student clubs, hosts the hospitality room for basketball games, and volunteers two hours a week to the Boys and Girls Club of Hobbs.

*** *Security***

New Mexico Junior College presently employs four full-time security officers and two part-time student security personnel. In addition, four part-time security officers are employed for special events. All security employees report to the vice president of student services. They anticipate and correct unsafe situations; monitor and correct inappropriate or unlawful behavior; ensure the security of college facilities and equipment; provide assistance to staff, students, other users of the campus; and provide appropriate traffic control.

*** *Food Service***

Beginning in the fall semester of 1992, the college contracted with Gardner Merchant Foods (previously Morrison's Hospitality) to provide complete food service for the students and employees. Gardner Merchant also provides quality catering services for special events hosted on the college campus. The current food service facilities consist of both a cafeteria and a snack bar/grill operation. Three cafeteria meal plan options are available to students at an affordable rate on an "all-you-can-eat" basis: nineteen (19) meals per week, fifteen (15) meals per week or eight (8) meals per week. The food service contract is awarded every three years on a competitive sealed bid basis. NMJC has plans to expand and enhance its food service facilities and dining room capacity in the expansion of the student center.

*** *Athletics***

New Mexico Junior College has a rich and successful history in intercollegiate athletics. Currently, the college sponsors men's basketball, baseball, golf, women's basketball, and rodeo. NMJC's teams participate in the Western Junior College Athletic Conference, which includes colleges from Southeastern New Mexico and West Texas. The rodeo team competes in the National Intercollegiate Rodeo Association.

*** *Student Recruiter***

The marketing aspect of New Mexico Junior College is seen as a process that involves all college employees. The college has membership with New Mexico College Day Committee and participates in college day at all high schools in the state. The recruitment of new students starts in mid-September and proceeds through the last of October under the guidance of the director of student recruitment. The student recruitment office conducts a mail-out to all high school students contacted during college day recruitment. Recruitment follows up with eight various letters to the prospective student interested in attending New Mexico Junior College. Student recruiters give presentations to various out-of-state Texas high schools in surrounding areas—Seminole, Denver City, Plains, Andrews, Wink, Kermit, and Lamesa. The recruiter averages three days a week recruiting students in the nearby communities.

*** *Housing***

Since the self-study of 1984-85, New Mexico Junior College has acquired two campus housing facilities, each with a capacity for 103 residents. Each housing facility has been designed to enhance the occupant's safety and features suites consisting of two rooms with a common bathroom and shower. Each room accommodates two occupants with built-in furnishings, central heating and cooling, and mini-blinds. In addition, there is a telephone for local service and a cable television hookup in each room. Some rooms are specifically designed for handicapped students. All full-time students are required to live in campus housing unless:

- 1) the student is an in-district student,
- 2) the student is living at home,
- 3) the student is married,
- 4) the student is a veteran,
- 5) the student is twenty-one years old or older prior to the start of classes in the term of enrollment, or
- 6) the student housing is filled.

All students residing in campus housing are required to purchase a meal plan. The housing facilities are under the supervision of the director of housing/intramural sports.

*** *Support Services for Educational Programs***

The primary function of all components of the college is to support the institution's educational programs. Direct support services for the educational programs of NMJC are provided by support staff, maintenance, custodial services, graphic arts, Pannell Library (including AV/TV services), the bookstore, and the counseling office.

Members of the community provide support by serving as advisory board members for individual programs. This support helps programs to respond to the needs of the community by providing guidance and curriculum recommendations on current industry, business, and/or technology requirements. As an example, NMJC's automotive programs are able to keep up with technological advances made in the automotive industry through the constant support of Ford Motor Company and General Motors. Both corporations provide vehicles, equipment, and training materials for the programs. They also provide continuous training for the automotive instructors.

*** *Testing***

The counseling office is involved in five key testing areas: 1) course placement, 2) career interest testing, 3) national admission testing, 4) national certification in various technical and professional areas, and 5) national course challenging. The counseling office designs and administers the college's academic assessment program (ASSET) to place a student in the appropriate mathematics, English, and reading classes; to increase the student's chances for success; and to match more accurately students with the academic classes. NMJC currently is a national test site for the ACT and SAT. The college administers the automotive ASE certification tests twice a year and the national insurance examinations once or twice a year, per demand. The counseling office coordinates and administers the CLEP examinations to allow students to receive credit for knowledge they have that correlates with the college's curriculum.

*** *Career Counseling***

The counseling office provides career counseling to enable students to explore their interests and locate possible careers that utilize these interests and talents. The major purpose is to help students find an appropriate academic curriculum to pursue. The five major programs in the counseling office that support the instructional programs of the college are testing, career counseling, advising system, new student orientation, and student research.

*** *Advising System***

New Mexico Junior College has a counselor/faculty-based academic advising system. The objective of the system is to connect students with the person most qualified to provide them with accurate information about the best classes or options to meet their academic needs. New students are initially advised by a counselor, since the counselors are available throughout the day and year and are versed in all the terminal and transfer programs. During the first semester, or as soon as students declare a major, they are assigned a faculty advisor. The counseling office provides student records, faculty advisor training, information about degree programs, and, if needed, articulation agreements with regional colleges and universities.

*** *New Student Orientation***

The counseling office directs two orientation programs: PS 110 College Orientation and PS 112W Becoming a Successful Student. To graduate from NMJC, a student is required to complete one of these two general education programs. The primary purpose of these two programs is to acquaint new students with the student and academic services of the college, familiarize them with the key academic and behavioral policies, and prepare them with the learning skills that are needed for academic success. NMJC is currently researching and re-designing its student orientation program in an effort to improve student success and retention.

*** *Student Research***

To receive feedback about the college's curriculum and services, the counseling office conducts annual follow-up studies of students who graduate from NMJC. The studies determine whether students have gone to work or continue their education, and rate their progress in various academic, social and cultural skills. The counseling office also conducts an annual study of the job placement rates for all occupational programs. To assist the nursing program, a student survey about the relevancy of the curriculum is conducted.

*** *Pannell Library (IRC)***

The Pannell Library and Information Resource Center provides information access services on the NMJC campus through the implementation of an on-line access catalog, access to the OCLC *Firstsearch* databases, increasing offerings for full text magazine and newspaper articles through the UMI product *ProQuest* and the CD Newsbank. The library also provides full bibliographic data and document retrieval through the on-line catalogue for all current periodicals. The library collections are managed using the latest technology for analysis. The entire library staff (professional/support) is involved in the direct support of student, staff and faculty instructional needs through aggressive provision of tours, bibliographic instruction, of credit classes (proposed fall 1995), and on demand reference assistance. Reader guidance and information filtering methodologies are also taught by the library. The library also provides direct help-desk support for Internet users affiliated with the college both directly and indirectly. In addition, the library provides through audiovisual and television services support instructional programs by providing or assisting with the following:

- 1) lamp replacement, preventive maintenance, and light repairs to audio-visual equipment such as overhead slide projectors,
- 2) troubleshooting problems such as those that occur with VCRs and TV monitors,
- 3) scheduling of AV/TV equipment and services,
- 4) video and audio cassette duplication services (copyright restrictions apply),
- 5) setting up of microphones, speakers, and presentation systems upon request, and
- 6) video production services: camcorder/tripod are provided with an operator for an instructional need.

*** *Bookstore***

The college bookstore is operated as an auxiliary service under the direction of the bookstore manager. The bookstore is self-supporting and functions as a retail business in accordance with the charge from the NMJC Board.

*** *Graphic Arts***

Graphic Arts provides services necessary to sustain the daily operation of various programs. These services include, but are not limited to, the following: printing, copying, transparencies, and posters.

*** *Potential for Strengthening the Educational Effectiveness of NMJC***

The NMJC Board, which is ultimately responsible for the hiring of all college personnel, is receptive to suggestions from the president and to the needs of the community. Many employees from the staff, administration, and faculty have worked at NMJC for ten, fifteen, and twenty or more years, indicating stability, confidence, and most importantly a willingness to grow. Since the 1985 on-site visit, New Mexico Junior College has expanded in all of the occupational areas and has two additional full-time human resources staff members.

The curriculum of New Mexico Junior College reflects the diverse academic needs and interests of the community, including students preparing to go to a four-year institution, students returning to school after being away from the academic environment for a number of years, and students preparing for their GED examinations.

Student input into the evaluation of instruction is of primary importance, since a top priority at NMJC is quality classroom instruction. Currently, student evaluations of courses and instructors are administered by staff personnel in the second half of the semester, both in the fall and in the spring. Close attention has been given to the content of the student evaluation form, which the instructors review in a conference with their respective deans at the end of the spring semester. Through the classroom evaluative process itself, students are given the opportunity to have input in a manner which allows them to be a viable influence in what is taught and how it is taught for all classes.

Facilities at NMJC are currently at capacity for programming in the morning hours. Afternoon and evening classes have adequate space available for full-time courses as well as any courses offered through continuing education. At present, a sizable addition is being built to expand laboratory space. The student union has been renovated, two computer laboratories have been built, work has recently begun on a lighted golf driving range, and the baseball stadium has been renovated and expanded. In addition, the college has acquired an off-campus health-fitness center (Del Norte Center) and has completed renovation. These are some, but not all, of the changes and additions to the facilities at New Mexico Junior College.

NMJC provides a wide variety of services for a student population that has increased in both diversity and in number in the past decade. GED, career placement, cosmetology, heavy equipment licensing, and driver's education are a few examples. The library has been fully automated. An ITV system has been implemented to reach outlying areas of the community. A tutoring laboratory provides free subject-area tutoring, as well as software for a variety of courses. Services to students are provided by personnel who are professional and sensitive to student welfare and student needs. These services are appreciated by the students, who vary greatly in age and come from different socio-economic and cultural backgrounds.

The institution is dynamic to meet the needs of the future. Since its foundation, New Mexico Junior College has played a unique role for the community colleges of New Mexico. The college, because of its independent funding, has in the past had the ability to control its own destiny by changing to meet the demands of the environment and the constituents' needs.

✱ *NMJC's Basic Planning Questions*

WHERE ARE WE NOW?

What is our mission?

The mission of New Mexico Junior College is to provide a variety of high-quality, lifelong learning opportunities. The college provides opportunities for individuals and communities, as well as for business and industry. The mission of NMJC is learning and service.

What is our financial history?

From 1965 through 1985, New Mexico Junior College has enjoyed good to excellent funding. From 1979 through 1984, the funding was superior because of the income from oil and gas production during the energy boom. From 1986 through 1990, the funding levels were poor because of the downturn in the oil and gas production industry. In 1986 price of oil per barrel was \$11.25. Since 1991, the college's revenue sources have been greatly improved, primarily because of the increase in state level funding from \$600 per FTE to approximately \$2,500. The college is being programmed onto the state's two-year college funding formula over a three-year period (1994-1/3) (1995-2/3) (1996-full). When the college receives full formula funding with all enhancements, NMJC will receive a general fund appropriation (GFA) of approximately \$3,500 per FTE. Currently, the college is generating approximately \$5,060 per yearly FTE student. NMJC has a current fund balance of approximately \$2.1 million (27.8% of 1994-95 I&G budget) and a physical plant and equipment for which the replacement cost is \$37.3 million. The college currently receives 37.3 percent of its unrestricted income from the state, 15.1 percent from tuition and fees, 46.0 percent for local tax sources, and 1.6 percent from interest and mixed sources. Presently, the college is in good fiscal condition. The financial future is bright for the college, especially with the full implementation of the two-year formula funding. In 1996-97, 53 percent of the college income will come from the state, 34 percent from local tax revenues, 11 percent from student tuition and fees, and 2 percent from miscellaneous sources. This will be the first time in the thirty-year history of the college that state revenues will be greater than local efforts. The college is currently spending approximately \$4,390 per yearly FTE student. In the approved 1995-96 budget, the college will generate an income of approxi-

mately \$5,222 per FTE and is projected to spend approximately \$4,700, with a cash balance difference of \$522 per FTE. In the future, however, NMJC will need to formulate strategies for identifying new revenue sources, particularly from private foundations and grants.

What external factors affect us?

NMJC is affected by local, national, and international factors, which are both cultural and economic. The college is particularly affected by the price of crude oil and natural gas, since the economy of the service area is directly tied to oil and gas prices and production. The college is assisting the service area in economic and industrial development and diversification. In the near future, diversification will be helped by the establishment of a state penal complex adjacent to the college at the Hobbs Industrial Air Park (approximately two miles away).

Who is our competition? The College of the Southwest, also located in Lea County, offers undergraduate and graduate study. The nearest community college to NMJC is the New Mexico State University Carlsbad Branch 70 miles away. The following Texas community colleges within 95 miles of NMJC's central campus include Odessa College, Midland College, and South Plains College at Levelland. Eastern New Mexico University Roswell Branch and the New Mexico Military Institute, both public two-year institutions, are 116 miles from NMJC's central campus. Texas Tech University in Lubbock, 110 miles to the northeast, is NMJC's strongest competitor in higher education. Texas Tech University has implemented a new tuition and fee structure. This action has increased out-of-state tuition. Out-of-state scholarship students can have out-of-state tuition and fees waived. Eastern New Mexico University at Portales is 110 miles to the north. New Mexico Junior College has a superior rapport with the Lea County municipal schools, the colleges and universities in its service region, especially Eastern New Mexico University and Texas Tech University. In its service area, New Mexico Junior College experiences little direct competition and is one of the fastest growing institutions of higher education in Southeastern New Mexico.

Who are our customers/clientele/students? New Mexico Junior College primarily serves the citizens of the district and a radius of approximately 60 miles from the central campus. The college's first responsibility is to all the citizens of the district; secondly, to clientele within a 60-mile radius of the central campus, particularly vocational/technical and college transfer students; and thirdly, to clientele living within an eight-county region of Southeastern New Mexico and West Texas. In the General Motors and Ford automotive technology and the allied health programs, the college serves clientele from an area beyond this eight-county region. These programs serve New Mexico and West Texas including the greater El Paso region. As the college receives a greater proportion of its funding from state level sources, NMJC's responsibilities will be directed away from the official district to a statewide clientele, especially in specialized training of the state work force.

New Mexico Junior College traditionally has served as an "Open Gateway" of higher educational opportunity and economic development and well-being for the region it serves. As a community-based institution of higher education, NMJC is inextricably linked to the demographics and socio-economic fluctuating levels and changes of the region. As a community college, New Mexico Junior College will continue to adjust to the social, cultural and economic changes that are occurring in a pro-active manner.

What internal factors affect us?

The critical issues affecting New Mexico Junior College annually are listed in *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*. The ten challenges facing NMJC were first listed in the 1990-91 edition. The 1995-2000 top ten challenges are the following: 1) funding, 2) human resources and development, 3) academic quality of clientele, 4) minority participation, 5) local control and autonomy, 6) resource management, 7) excellence and marketing, 8) building community, 9) articulation, and 10) accountability.

NMJC's strength is derived from its dedication to the mission and goals. The college is of service to a great variety of people. It has a good national and statewide reputation and a positive image in the minds of the people of its service area. The college is a major industry in the local environment and an economic influence in the region. With an autonomously elected Board; talented faculty and staff; outstanding facilities; and a humanistic, caring, and sharing philosophy, the college delivers a wide variety of lifelong learning and service activities to its service area. If the college is to serve a greater variety of clientele, it must continue to develop, implement, and improve its community-based philosophy of higher education.

Where are we?

New Mexico Junior College was planned and developed in three seven-year segments. This was the college's original twenty-year educational and facilities master plan. From 1966 to 1972, the emphasis was on designing, developing, and implementing a quality college transfer program and beginning vocational/technical and community service offerings. From 1973 to 1980, the emphasis was on continuing the earlier development, but upgrading the occupational-career offerings and developing the community service/community development functions. From 1981 to 1987, the college combined all the functions of the full-service community college into a multi-purpose, comprehensive, community-based institution to serve the people of its service region. This combination included traditional and non-traditional educational delivery systems outside the district. The college operated outreach centers in Denver City and Seminole, Texas, and Jal and Artesia, New Mexico. Cable television was also utilized for educational delivery throughout the county. During the past seven years (1988-1995), the college has expanded its educational programs, delivery systems, and facilities to continue the implementation of its educational philosophy. In the fall of 1966, NMJC's headcount enrollment was 728. The targets for the 1995-96 year are 3,273 headcount in the credit program, 1,890 FTE, 165 in the Area Vocational High School, 200 in ITV and other concurrent enrollment programs, 3,000 in continuing education classes, 2,800 in ABE/ESL/GED training classes, 200 GED graduates, and approximately 10,000 community service participants.

NMJC has experienced stability and continuity, while increasing its educational programs over the 30-year history of the institution. The institution has a tradition of long-term tenure and commitment. Fifty-nine (52.1%) of the college's full-time professional staff have been at the college at least five years. Twenty-six (23.0%) of this group have over a 15-year tenure at NMJC. The average of all professional full-time faculty and staff (113) is 9.1 years. Eight (7.1%) of the professional staff have been with the college for more than 25 years. The director of institutional research and planning has 30 years of service with the college. The NMJC Board and the office of the president have experienced stability and continuity, with several board members serving their second six-year term. The past chairman has served

20 years on the Board, with the average tenure of the seven members being 9.6 years. One member, who is currently serving on the Board, was an original member of the Board when it was formulated in April 1965. The overall stability and continuity of the college's human resources have assisted the institution in achieving its mission and goals of learning and service.

WHERE DO WE WANT TO GO?

How fast do we want to grow?

In 1987-88, the college planned and implemented a ten-year program with the target of growth in the credit program of four (4) percent in fall headcount and six (6) percent in annualized FTE enrollment. The college is slightly ahead of that percentage in fall headcount enrollments and on target in annualized FTE production. Over the 1987-88 to 1994-95 period (seven years), the rate of growth has been 4.3 percent in fall headcount and 5.6 percent in annualized FTE. The college believes that this growth rate in annualized FTE is achievable and is important because it is a key factor in the two-year college formula.

What geographic/service area coverage do we want?

NMJC's district is composed of the municipal school districts of Tatum, Lovington, Hobbs, and Eunice. The NMJC District wants, as soon as it is politically feasible, to incorporate the Jal Municipal School District, creating a county-wide community college district. NMJC would like to further develop its ITV consortium to include additional municipal school districts, colleges and universities, and industries and businesses in Southeastern New Mexico. The Community College Act enables the community college district to expand to contiguous public school districts to provide educational services within a 60-mile radius of the central campus. The service area for the transportation training center and the allied health offerings includes the greater El Paso region, New Mexico, and West Texas.

What programs/offerings/activities do we want?

NMJC plans to continue to be a multi-purpose, full-service community college operating on a 60 percent academic/40 percent vocational-technical program mix. The college will continue to expand community development and continuing education short course activities; area vocational high school and other concurrent enrollments; clientele services, particularly in the outreach centers; telecommunications (ITV and telecollege); and partnerships with business and industry. NMJC is interested in expanding its distance education programs, especially by taking education to the work place and to the outreach centers.

What is our target market(s)?

NMJC's primary target market is the citizens of the college's service area. The targets include: 1) high school graduates, especially honor students; 2) returning women; 3) high school dropouts who wish to continue their education; 4) hard-to-reach individuals, particularly Hispanics, Afro-Americans, Native Americans, and other cultural and ethnic minorities; 5) individuals needing recreational and leisure-time activities; 6) persons needing retraining; 7) senior citizens; and 8) individuals interested in non-credit vocational and avocational offerings. NMJC will continue to serve special needs, such as state testing for various types of licenses, driver's education, and commercial and business clientele.

What organizational and management approach do we want?

The organizational structure of the college will continue to be directed toward learning and service. The institution is committed to its philosophy; has high expectations for all personnel; is people oriented; and has a strong, stable leadership. The administrative, organizational, and communication linkages are designed, developed, and implemented to generate the maximum input and participation into decision-making by all constituencies who wish to participate. The teaching faculty, full-time and part-time, need to claim ownership and responsibility for the assessment of academic achievement activities of the college. The two-way street concept of communication is utilized by the college to keep its constituencies informed concerning the institution. Advisory groups provide input and feedback to the college, particularly concerning the educational programs. The organizational and management system encourages its members to participate in the life of the service area through community development and service activities.

What image do we want?

NMJC is attempting to generate the image of an institution of higher learning that provides quality education through its programs and activities on an equal basis. The institution is working toward the image of a first class, comprehensive, full-service community college, which serves as the educational broker for its service area and as the center of quality teaching, learning, and service achieved through high expectations in all programming and activities. The college is people oriented and directed, as well as humanistic in its approach to education and service. The various publics, customers, and clientele of the college are given the highest priority.

HOW DO WE GET THERE?

What are the steps necessary to reach our objective?

The college should continue to present its planning process to promote creativity, flexibility, and service above self. Of prime importance is the necessity of maintaining the present college administrative, governance, and financial structure, particularly the full formula funding at the state level with full formula enhancements. *NMJC's Strategic Five-Year Rolling Plan, 1995-2000* and *NMJC's 1994-95 Institutional Self-Study* provide details and recommendations for its continuation to achieve its mission and goals as a community college with a full-service mission.

What are the priorities?

NMJC's first priority is to continue to develop the philosophy of the full-service community college by fully implementing its continuous self-evaluation and planning process. The priorities are to review the areas of concern listed in the institutional self-study and to formulate systematic strategies for solving problems. The recommendations from the institutional self-study and the on-site evaluation team's report will be the college's action plan for the future. This action plan will be incorporated into the planning, the assessment of academic achievement, and the continuous self-evaluation processes of the college.

The other major priorities for the college during the next five-year planning cycle are as follows: 1) increase general fund appropriation (GFA); 2) increase private giving through the NMJC Foundation; 3) fully implement clientele identification, recruitment, retention, and graduation program, particularly for minority students; 4) improve student services, especially for outreach center clientele and ITV students; 5) construct the transportation training center (Phase I); 6) renovate and expand the student center facility (including student service facilities); and 7) expand programs, especially in the technologies, allied health field(s), developmental studies, and interactive television system.

What are the required commitments of the people and funds?

The institution must continue to commit people, funds, and facilities to meet the requirements of the institution as a full-service community college, utilizing the quality control indicators as guidelines. This means the institution will need to expend approximately \$5,500 on annualized FTE student, adjusted to inflation, over the planning cycle 1995-2000. These expenditures will come from both unrestricted and restricted budget categories.

What should be accomplished within one year? Two years? Three years?

Continuing its five-year planning cycle, for one year the college should continue to implement its *NMJC's Strategic Five-Year Rolling Plan, 1995-2000*. In two years, emphasis should be on implementation of recommendations from the 1994-95 Institutional Self-Study and the on-site evaluation team's report. NMJC's assessment of its academic achievement plan will be developed and implemented in one-, two-, three-, and five-year cycles. In the third year and during the five-year planning cycle, these documents should be fully implemented.

NMJC's Strategic Five-Year Rolling Plan, 1995-2000, *NMJC's 1994-1995 Institutional Self-Study*, the on-site visitation report, and NMJC's assessment of academic achievement will be used as primary guides for the direction of the institution during the next five-year planning cycle, as well as the quality control indicators and outcomes, follow-up studies, and value-added research, and the latest market research and environmental scan from the service area. NMJC will continue to utilize these data to strengthen its educational programs in a systematic and organized manner.

Is the plan realistic?

Yes.

How will we monitor the results of the action on the plan?

The coordinating (steering) committee for the 1994-95 self-study process will remain intact as a monitoring committee for the future, with personnel being added as need dictates. The college will continue its self-evaluation and planning activities. The governance structure, the faculty assessment of academic achievement committee, and the college standing and planning committees will remain in place and will play a role in the monitoring of the results of these studies and reports. The faculty and staff need to claim ownership and responsibility for the self-evaluation and strengthening of the educational program projects.

How will we monitor internal and external change?

Each year, NMJC formulates institutional objectives for the coming legislative session through its planning and assessment processes. External and internal changes are included in the planning assumptions and are monitored in relation to these objectives and to the quality control indicators in the same manner as the previously identified concerns. Both internal and external changes will be monitored by the leadership and faculty of the college through these processes.

Four criteria consistently appear in current literature about excellence in education, in business and industry, or in almost any endeavor or enterprise. The first criterion is the necessity for a guiding philosophy. NMJC's philosophy is found in its commitment to excelling as a full-service, comprehensive community college which is learning/service directed, customer oriented, and community based. The second criterion is the development of high expectations and standards of performance to ensure excellence. NMJC strengthens these by establishing quality control indicators and by conducting assessment of academic achievements through follow-up, outcomes, and value-added investigations. The third criterion is the creation of a caring, sharing climate where the students come first. The institution is student-centered with master teachers who touch both the mind and the heart. The fourth criterion supported by the college is strong, stable leadership committed to team approach and staff development. Its leadership is committed to the teaching/learning process and to the management of people rather than management narrowed to board, budgets, building, bonds, and bids.

Adherence to these criteria will support the continuity necessary for achieving the excellence NMJC strives for in an institution of higher education located in a semi-rural region of Southeastern New Mexico and West Texas.

*** *Final Statement***

The materials and patterns of evidence collected by the self-study continuity and strengthening educational effectiveness committee and the assessment committees have been presented and intensively analyzed. Based on the findings of these committees, New Mexico Junior College believes it can continue to accomplish its purposes and strengthen its educational effectiveness.

*** *Concerns, Strengths, and Recommendations***

Concerns:

- 1) The college needs a five-year campus-wide equipment replacement plan with an annual review.
- 2) The college needs a more comprehensive in-house teacher training program for new faculty.
- 3) The college needs an increase in the budget related to the nationwide search for experienced faculty.
- 4) The college needs an environment in which current faculty are encouraged to pursue advanced degrees.
- 5) The college needs a systematic plan for the hiring of minority faculty members.
- 6) The college needs a plan to address the temporary influx of students and its effect on faculty load.
- 7) The college needs to preserve the autonomy of the locally elected NMJC Board.
- 8) The college needs to fully computerize all data files used in the college's management information system so that greater use can be made of the information.
- 9) The college needs greater financial planning beyond the college's mill levy and tuition/fee funding in order to increase revenues for college programs and activities.
- 10) The college needs more realistic and thorough techniques in the planning of additional support services when new educational programs courses are developed.
- 11) The college needs a coordinator at existing off-campus facilities.

Strengths:

- 1) The college offers high school and college level interactive television courses.
- 2) The college has a testing center that can accommodate campus, local, and state testing.
- 3) The college promotes active participation of faculty and staff within community organizations.
- 4) The college offers self-supporting community development courses.
- 5) The college continues to plan and maintain an excellent physical plant.
- 6) The college has credit classes taught by individuals with advanced degrees.
- 7) The college database is enhanced by the incorporation of Internet.
- 8) The college resources and support services meet the needs of the non-traditional student.

Recommendations:

- 1) The college needs additional revenue sources to allow for the expansion of national recruitment and attainment of faculty.
- 2) The college needs to intensify efforts to integrate minority faculty into the operation.
- 3) The college needs to build, renovate, refurbish, and expand general classrooms, laboratories, and faculty office space while upgrading equipment and storage facilities.
- 4) The college needs to continue its commitment to staff development.
- 5) The college needs to study past trends of enrollment to anticipate the future influx of students and their needs.
- 6) The college needs to continue to promote the autonomy of the NMJC Board.
- 7) The college needs to implement a centralized computer-based data center for the college's management information system.
- 8) The college needs to study ways to implement registration at off-campus centers.
- 9) The college needs to shift resources and change support procedures to meet the needs of non-traditional students.
- 10) The college needs to develop strategies to secure private and public grants, endowments, and scholarship funding.
- 11) The college needs to seek new clientele and expand the service area.
- 12) The college needs to increase financial resources for support services/materials/ equipment when new courses/programs/activities are created.
- 13) The college needs to employ a part-time coordinator for existing off-campus facilities.

5 Ethical Practices

“The institution demonstrates integrity in its practices and relationships.”

New Mexico Junior College, during its many years of successful operation, has developed practices which follow guidelines established by professional organizations nationally recognized in various areas. NMJC has also followed the guidelines established by state and regional agencies, which oversee the operation of the college. The college has attempted to evaluate procedural operations in a timely manner so as to provide the highest quality education for its students, an amiable workplace for its faculty and staff, and a comfortable environment for community use.

The governing board of NMJC, which is elected from the college district, has willingly accepted suggestions from the public, faculty, and staff to improve its services in order to provide the finest education and work environment. The Board meetings are announced in advance and at set times to allow members of the public an opportunity to voice their concerns on matters of interest. The Board has allowed employees of the college to make suggestions for changes that would improve the institution. Examples of this input are demonstrated by the committee structure which allows for faculty, staff, and student participation. NMJC also encourages curricula that provide specialized training on and off campus. The Board operates under the guidelines established by the state of New Mexico and has directed the administration to adhere to the guidelines established by the Commission on Higher Education (CHE), which operates under the direction of the state legislature. In a number of situations, faculty and students have been encouraged by the Board to participate in activities sanctioned by the CHE such as articulation and student government.

Many of the college programs are affiliated with national organizations and follow the guidelines associated with their respective groups. The nursing program is accredited by the National League for Nursing (NLN); the business office participates with the Western Region of the National Association of College, University, and Business Officers (NACUBO); the financial aid office belongs to the National Association of Student Financial Aid Administrators (NASFA); the registrar's office participates with the American Association of Collegiate Registrar and Admission Officers (AACRAO); the library participates in the American Library Association (ALA); the bookstore belongs to the National Association of College Stores (NACS); and the athletic programs participate in the National Junior College Athletic Association (NJCAA) and the National Intercollegiate Rodeo Association (NIRA). Many faculty members belong to professional groups within their academic disciplines. Membership in these groups aids the college in establishing its objectives and meeting its goals.

*** Access**

New Mexico Junior College has encouraged and provided equal educational opportunities to all citizens in its service area. The college has had a slow but steady growth in the student population from 1989 to the present. During the same period of time, ethnic and minority populations have increased from 20 percent to 31 percent. The number of Hispanic students has increased from 558 in 1989 to 1,002 in 1994. Black students have increased from 109 to 148 in the same period, American Indians have increased from 20 to 34, and Asians have increased from 10 to 18.

The college continues to offer classes in Tatum, Lovington, Eunice, and Jal, as well as off-campus classes in Hobbs. The NMJC Board has attempted to keep the cost of tuition at a minimum so that all students can obtain an affordable education.

Access to higher education has been greatly expanded in the college service area. The establishment of the ITV system has increased the number of college classes available to residents in the communities of Tatum, Lovington, Eunice, Jal, and Hobbs.

High school students are finding they have many more opportunities to take college level classes than they have had in the past. The college not only serves the school districts with area vocational high school instruction, but also offers concurrent enrollment in a number of classes. The addition of ITV expands the course possibilities many times over. These programs are available to high school students at no cost.

The corporate fitness program of the college has been a valuable addition to the school, as well as to many of the local agencies, such as the city of Hobbs police and fire departments, the county sheriff's department, the Lovington police and fire departments, and the Waste Isolation Pilot Plant (WIPP).

Continuing education is another service provided to citizens in the college district. The NMJC Del Norte Center has also given the college a facility in Hobbs where a variety of classes are offered for the person who finds this location more convenient than the campus. The center, with its emphasis on fitness, reaches another segment of the population within our service area.

NMJC initiated two new occupational/technical programs during the past year to meet the needs and interests of area residents. The cosmetology program is designed to meet the needs of many full-time students and is an additional program for area vocational high schools. Further, the paralegal program was included to aid students on a part-time basis and to provide further education for those already employed in this area.

*** Equity and Diversity**

Over the last three to four years, curriculum changes have been implemented to assist students in remediation. Developmental programs in reading, English, mathematics, and biology provide basic skills, which ensure the student's success in college. The assessment program meets many of the needs of the current student population. Beginning in the fall of 1995, English as a Second Language will be offered for those individuals whose primary language is not English.

Mandatory placement gets students on the right track for learning. This program increases NMJC's success rate for entering first-time students by encouraging students to be successful because they start at levels commensurate with their preparation.

✱ ***Financial Aid Practices***

The financial aid program is administered in accordance with the guidelines and procedures established by the Department of Education, respective state agencies, and the college. The college catalogue and the financial aid brochure outline available financial aid. A financial aid committee has been established to aid students in need of financial assistance and to serve as an appeal group when necessary. Scholarships are also directed through the financial aid office, although they may be awarded by other areas of the college. The financial aid office also handles the federal work study, the state work study, and the institutional work study allotments. The college maintains standards for academic progress as required by the Department of Education. Students are required to maintain satisfactory academic progress in order to remain eligible for financial assistance.

✱ ***College Catalogue***

The *College Catalogue* is the primary document through which current and prospective students learn about the institution. The catalogue includes sample programs for students to follow—in conjunction with their faculty advisors—to arrive at a course of study appropriate to the degree or award sought. Graduation requirements are clearly delineated in the catalogue for the various degrees granted by the institution. These include the Associate in Arts, Associate in Science, and Associate in Applied Science. The catalogue also reflects the requirements for various certificate programs. In addition, each department lists a sample course of study leading to the award in a particular field.

✱ ***Student Handbook***

The *Student Handbook* contains accurate information about relevant college policies and procedures as well as information regarding public disclosures for compliance with national, state, and local regulations. The handbook addresses conduct, possession of firearms, alcohol, illegal drugs, and dangerous materials. Academic honesty and regulations pertaining to attendance, grading system, and integrity of academic work are also published. The handbook covers parking, access to records, and the confidentiality of student records. However, the student handbook does need to be reviewed with more input from a variety of sources, especially students.

✱ ***Relationships With Internal Constituencies***

The *Professional Employee Handbook* and the *Support/Maintenance Employee Handbook* are given to all appropriate employees at the time of employment to serve as their guideline for the policies and procedures at the institution. All revisions to the handbooks must be submitted to the NMJC Board for approval prior to distribution and implementation of policies. A review of the current handbooks reveals that current policies are consistent with the mission and goals of New Mexico Junior College. However,

there are areas in question which need to be addressed. The sections referring to employee disputes, workman's compensation, and disciplines have policies in place. These sections need to be reviewed by the appropriate college standing committee and a recommendation made to the president. The employment practices of the college need to be reviewed and monitored to ensure that the best qualified persons available are being offered employment at the college. The purpose of the college employment practices and procedures is to guarantee to the internal and external constituencies that these practices and procedures are generating the best employees, both professional and support, that the college can secure. The college is committed to employing and retaining highly qualified people who are trained and skilled in the area of their appointed responsibility, understand and support the basic characteristics of community college concepts, understand the demographics of the service area, and show a willingness to work in harmony and cooperation with others toward accomplishing the institution's mission and goals. The college also needs to formulate guidelines for employment of professional staff, faculty, both full-time and part-time faculty, and support personnel. Such guidelines could assist the college to coordinate more effectively its employment procedures and practices. A single office should be responsible for compliance to college personnel policies and procedures.

During November 1994, a survey entitled "Integrity and Ethical Practices in Administration and Governance at NMJC" was given to Board members, administration, faculty, and staff. The results of the survey showed that the administrative positions were rated from acceptable to excellent. However, the terms "ethical" and "integrity" are difficult to define from one person or situation to another.

The college needs to develop and implement a statement of ethical practice as part of the *College Catalogue*, *Professional Employee Handbook*, *Support/Maintenance Employee Handbook*, and *Student Handbook*. The performance assessment procedures, practices, and techniques utilized in evaluation of the professional staff, faculty, and support personnel are presently under review by the college. This review will continue through the 1995-96 year with a recommendation to the president by April 1996 for implementation during the 1996-97 collegiate year.

*** External Constituencies**

New Mexico Junior College has enjoyed a symbiotic relationship with the college service area. The community has been very supportive of the educational opportunities offered by the college. NMJC, for the most part, has benefited from the moral and financial support of the community.

Business and industry have been most willing to give time for development of new programs and to provide the expertise necessary to design a curriculum that serves the needs of the students. They have also been more than generous with gifts of equipment and materials to get new programs started.

Some citizens in the community make use of many of the activities undertaken or sponsored by the college. Attendance at athletic events, musical performances, drama productions, art shows, community development activities, and classes themselves demonstrate the interest of area citizens.

The General Information Survey of Community Residents gives a good indication that the college is serving the population as the results have been positive.

Concerns, Strengths, and Recommendations

Concerns:

- 1) The college needs to communicate with its constituency more effectively.
- 2) The college needs a formalized training program for supervisors regarding performance assessment.
- 3) The college needs a statement of ethical practice for its official publications.
- 4) The college needs to continue to stress two-way communication for all personnel.

Strengths:

- 1) The college has a quality staff.
- 2) The college supports its service district.
- 3) The college has a history of many successful years.
- 4) The college has received direction from national and regional professional groups and organizations.
- 5) The college receives support and direction from local businesses and industry.
- 6) The college has consistency in student recruiting practices with ethical practices for an institution of higher education.
- 7) The college is giving attention to the increasing minority student population.
- 8) The college is assisting new and old staff members in finding answers to questions in the employee handbooks.
- 9) The college meets the ever-expanding curriculum needs of local students.
- 10) The college supports community groups such as ABE/GED/ESL, Small Business Development Center, Pannell Library, Caster Activity Center, Lea County Cowboy Hall of Fame and Western Heritage Center, NMJC Del Norte Center, and Continuing Education.
- 11) The college supports ethical treatment of students.
- 12) The college has an attractive physical plant conducive to learning.
- 13) The college has relatively up-to-date equipment and technology.

Recommendations:

- 1) The college is reorganizing its public information office and plans to employ a professional public relation officer to direct and coordinate this office.
- 2) The college is reviewing its personnel assessment program and plans to implement a formalized training program for supervisors regarding performance assessment.
- 3) The college will appoint a special ad hoc faculty and staff committee to write a statement of ethical practice to be recommended to the president and approved by the Board. This statement, when approved by the Board, will be used in major college publications.
- 4) The college will develop and implement, as part of the in-service training program, a series of seminars on internal and external communication. NMJC is attempting to improve its communication, particularly to its external clientele and constituency.

Final Statement
Including Statement of Affiliation Status
Worksheet

New Mexico Junior College is making application to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools for continued accreditation as an associate degree-granting institution. The college was first accredited by the NCA/CIHE in 1970. New Mexico Junior College meets the General Institutional Requirements, Criteria for Accreditation, and has utilized the Institutional Self-Study Process, over the life of the institution, to improve the total effectiveness of the college as a comprehensive community college with a full-service mission. NMJC requests continued accreditation as an associate degree-granting institution by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

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

TYPE OF REVIEW: Comprehensive

DATE OF REVIEW: September 25-27, 1995

DATE OF SAS: March 3, 1989

COMMISSION ACTION:

ACCEPTABLE PLAN FOR ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT:

YES

NO

If "NO", the team must recommend appropriate follow-up **PROGRESS REPORTS** or **FOCUSED VISITS**.

STATUS: Accredited: 1970-

Institution	Recommended Wording:	RETAIN ORIGINAL WORDING
Team	Recommended Wording:	

HIGHEST DEGREE AWARDED: Associate's

Institution	Recommended Wording:	RETAIN ORIGINAL WORDING
Team	Recommended Wording:	

MOST RECENT COMMISSION ACTION:

MARCH 3, 1989

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS:

None.

Institution
Team

Recommended Wording:
Recommended Wording:

None.

NEW DEGREE SITES:

None.

Institution
Team

Recommended Wording:
Recommended Wording:

None.

PROGRESS REPORTS REQUIRED:

None.

Team

Recommended Wording:

CONTINGENCY REPORTS REQUIRED:

None.

Team

Recommended Wording:

MONITORING REPORTS REQUIRED:

None.

Team

Recommended Wording:

FOCUSED EVALUATIONS:

None.

Team

Recommended Wording:

LAST COMPREHENSIVE EVALUATIONS:

1985-96

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE EVALUATIONS:

1995-96

Team

Recommended Wording:

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