

Assurance Argument
New Mexico Junior College - NM

9/28/2015

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

College Mission Statement

"New Mexico Junior College, as a comprehensive community college, promotes success through learning."

College Vision Statement

"New Mexico Junior College's mission will be achieved by building a culture that values and promotes excellence, effectiveness, responsiveness, access, and community involvement."

As identified in the current college strategic plan and reiterated in numerous documents and publications, the mission of New Mexico Junior College is focused on learning as the key to individual success, personal fulfillment, and as a critical economic and social driver in a knowledge-based society. The college mission is routinely re-visited as part of a regular strategic planning process ([2002](#), [2005](#), and most recently in [2010](#)). As part of this process, the college internal stakeholders, community stakeholders, state-wide stakeholders, and college governing Board are asked to review and comment on the mission statement, its continuing relevance, and whether or not changes should be made to the mission and the specific language employed. Adoption of the Strategic Plan by the governing board constitutes formal recognition of the stated mission.

Response to 1.A.1

The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

In 2004, the college began the process of reviewing and updating the institution's strategic plan. The strategic planning process at New Mexico Junior College is a comprehensive activity that engages internal and external stakeholders from throughout the region and the State of New Mexico. A key part of this planning process was to review the college Mission Statement as well as the associated

Vision Statements.

The current iteration of the college Mission Statement was adopted by the governing board in 2005. [Prior to 2005](#), the college mission and vision consisted of a mission statement accompanied by 11 separate vision statements. Discussions leading up to the 2005 version of the plan focused on the need to simplify and clarify the mission and vision statements. Stakeholders felt that the statements need the strength that comes from simplicity and clarity. [The new statements](#) adopted in 2005 focused the mission on "success through learning" and established a vision that helps to define the organizational culture needed to support the mission: excellence, effectiveness, responsiveness, and community involvement. Formal adoption of the statement was the culmination of a lengthy series of reviews and discussions that took place across the college and throughout local communities.

In 2005, after active discussion across campus and throughout the local communities, the Strategic Plan and updated Mission and Vision Statements were reviewed and formally adopted by the NMJC governing board. Those statements were reviewed again as part of the 2010 strategic planning process and remained unchanged. The statements, crafted and adopted in 2005, are concise, clear statements of NMJC institutional priorities. The mission and vision of NMJC are published throughout college documents and are reviewed by the president to all faculty and staff each semester during the in-service opening. [The NMJC governing Board adopted the 2010-2016 Strategic Plan in December 2009.](#)

Response to 1.A.2

New Mexico Junior College's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The [profile of NMJC students](#) has changed over the years and has remained consistent with the demographic profile of Lea County. Since 2006, NMJC has become a majority minority institution consistent with the demographic shift of Lea County. The percentage of students from outside New Mexico has shifted in line with the growth of online education at the college. Students are moderately younger now than in 2006 which is reflective of the overall population growth of the county since 2000.

NMJC provides educational opportunities for residents and non-residents to earn associate degrees or certificates for professional studies in a wide variety of disciplines. The college offers [14 associate's degree programs and 23 certificate programs](#). The institution also offers substantial [non-credit professional training opportunities for individual workers and area employers](#). Local residents also have the opportunity to take part in community education programs located throughout the county, including the [highly successful Kids College](#), located throughout the county. Students are supported by services including, but not limited to, financial aid, academic advising, career counseling, and disability resources. The Adult basic Education (ABE) Program offers adult residents the opportunity to obtain a high school diploma, increase basic language skills for educational or workplace advancement, and become literate in the English language.

In addition to supporting curricular needs of students and the communities, NMJC provides resources and leadership in support of community-identified cultural and social needs. The Western Heritage Museum is a college-supported facility that brings major national cultural exhibits to Lea County such as Bigger than T-Rex, Andy Warhol, and the Titanic. [Annual attendance figures for the Western Heritage Museum](#) have grown from 8,000 in 2008 to over 25,000 in 2014. The Staked Plains Round-up is an annual program for elementary age school children that brings over 2,000 students and teachers to campus over a two-day period each fall.

The primary service area for New Mexico Junior College includes Lea County, New Mexico and Gaines, Andrews, and Yoakum counties in Texas. The combined area is slightly over 8,000 square miles or the size of the State of Connecticut. The college utilizes a comprehensive data service to monitor key economic, population, social, and industrial trends in the four county services area. Economic Modeling Specialists, Inc. (EMSI) offers the ability to [evaluate workforce needs, opportunities, educational needs, and economic opportunities](#) through the region.

To meet the diverse needs of students across this far-reaching territory, NMJC sustains multiple platforms for the delivery of curriculum including traditional classes at the campus, a sophisticated inter-active television (ITV) system serving all five high school districts in Lea County, online courses using the Canvas platform, and new mobile training labs developed with support of funding from the Department of Labor Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT).

A significant addition to the academic support services at NMJC is the new College Success Center. The Center, which opened two years ago, is staffed by three full time professional tutors and numerous part-time tutors. The Center is open to students throughout the day and evening. Students may drop-in for assistance or may schedule a specific appointment for help with a particular subject. In addition to providing support for students in the Center itself, the professional tutors are [embedded in targeted gateway classes](#) as added support for entering freshmen and early college students. [Student use of the College Success Center in 2014/15](#) with over 3,000 student visits to the Center for assistance. More data concerning the impact of tutors embedded in courses and use of the Center is detailed in item 3.D.1.

One of the most significant educational resources supported by NMJC is the University Center located in the heart of the campus. In 2008, NMJC expended \$4 million in capital funds to remodel the aging [Pannell Library](#). The new, two story facility is home of the Pannell Library on the ground floor and the University Center on the second floor. NMJC makes the second floor classrooms, offices, and instructional technology available to four-year partners so that students do not have to leave the NMJC campus to earn baccalaureate and master's degrees. Currently, NMJC partners with Eastern New Mexico University, Texas Tech University, the University of New Mexico, New Mexico Tech University, and New Mexico State University. An NMJC student can easily transition into a four year program and even a master's program without ever leaving the NMJC campus.

Response to 1.A.3

NMJC's planning and budget priorities align with and support the Mission.

Detailed discussion of this sub-component is addressed in Core Component 5.C.1

Sources

- 2014 Summer Youth College
- Attendance Figures WHM 2008 2014
- College Success Center
- Degree and Certificate Offerings
- EMSI Economic Overview
- Fall 2015 Tutor Embedded Courses
- NMJC Non-Credit Workforce Training Report 2013-14

- NMJC Strategic Plan 2002-2006
- NMJC Strategic Plan 2002-2006 (page number 3)
- NMJC Strategic Plan 2005-2010
- NMJC Strategic Plan 2005-2010 (page number 4)
- NMJC Strategic Plan 2010-2016
- NMJC Student Profile
- NMJCBoardMinutes12-17-09
- Pannell Library Statistics 8 Sept 2015

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Response to 1.B.1

NMJC clearly articulates its mission through multiple public documents and institutional forums.

NMJC's Mission Statement and Vision Statement appear frequently in [multiple public documents](#). The statements are published on the college website, in the college Strategic Plan documents, in the college catalog, in the student handbook, in the staff and faculty handbooks, in the governing board policy book, in [presentations made to faculty and staff at the beginning of each semester](#), as a central part of the [annual budget process](#) of the governing board, and on many of the business cards used by faculty and staff.

Response to 1.B.2 and 1.B.3

NMJC's Mission documents are current and support the institution's emphasis on the various aspects of its mission.

NMJC Mission and Vision documents are current and reflect the strong sense of commitment to serving the wants and needs of students and the communities served by the college. The college has an ongoing commitment to serving the mission through career and technical education, lifelong learning, general education, support of cultural and social activities, and regional economic development. Five core values serve as the foundation for all planning and activities in support of the college mission and vision: access, responsiveness, effectiveness, excellence, and community involvement.

Three key documents guide college operations: [the Strategic Plan](#), [the Master Plan](#), and [the college budget](#). Each document takes into account the college's Mission, Vision, and core Values. Deliberate alignment of the strategies and objectives in each of these documents helps to ensure that the college mission and vision become more than words on paper. The mission and vision of NMJC come alive in every program and activity supported by the college.

Sources

- Board Budget Work Session 2014
- Evidence - Mission statements
- In-Service Fall 2012 - Final version
- NMJC Audit FY2014
- NMJC Master Plan 2005
- NMJC Strategic Plan 2010-2016

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Response to 1.C.1 and 1.C.2

NMJC activities and programs reflect the cultural and human diversity found throughout the region and nationally.

[NMJC's primary service area](#) (Lea County in New Mexico, and Gaines, Yoakum and Andrews counties in Texas) is very diverse, and the student population is a reflection of this diversity. The three primary ethnic population groups of the college service area are white (43.4%), Hispanic (43.7%), and Black or African-American (2.7%). The 2014-15 [NMJC student population](#) is 40.9% white, 43.7% Hispanic, and 7.7% Black or African-American, a clear reflection of the area population. The average age of NMJC students is 29.2. The youngest student in 2014-15 is 14 and the oldest registered student is 92. Over 10% of NMJC for-credit students are over the age of 50. New Mexico Junior College programs and activities serve the diverse population of the region.

Programs and activities designed to serve the diverse population go well beyond traditional for-credit curriculum. The [Western Heritage Museum and Lea County Cowboy Hall of Fame](#) produce and promote a wide range of cultural and social activities including Christmas Traditions from Around the World, Family Fun Day (focused on important regional topics such as the history of the Buffalo Soldiers), Made in New Mexico Films, and a special benefit for Isaiah's Kitchen (serving the food needs of low income citizens). College faculty and staff support community-based activities such as Stuff-a-Truck providing food to low income families, and Stuff-a-Bus providing school supplies to low income children. Constitution Day activities, Women's History Month, summer youth basketball camps, college/community theater programs, and community music activities are examples of college efforts to connect with the diverse population of the region.

NMJC Student Services and related department activities address the needs of other constituencies, including veterans and students with disabilities. Further details of these activities can be found in Core Component 3.D.1.

There is no doubt that NMJC struggles with success in recruiting a [diverse faculty and professional staff](#). Modest change has come in the ethnic make-up of the staff, particularly in the professional ranks although ethnic diversity of the faculty remains a substantive issue. The remote nature of Lea County is a challenge to the recruitment of professional staff and faculty with appropriate academic credentials. Recent faculty recruiting results suggest the challenges of identifying qualified faculty who either live in the area or are willing to relocate. [Faculty search results from 2013-14](#) highlight the challenge of low numbers of applications for open positions (despite aggressive national search efforts). Within the past four years, the composition of the NMJC Governing Board has become more reflective of the diversity of the region. Five years ago the board was composed of six white members

and one black member. In 2015 the composition of the board is four white members, two Hispanic members, and one black member.

College leaders are working on two specific initiatives intended to help broaden the diversity of the faculty and staff. First, beginning almost four years ago, the college has actively conducted internal leadership training for all mid and upper level staff members. The intent of this training is to help grow young leaders and prepare them for assuming greater levels of responsibility at the college. The second activity focuses on intentional efforts to diversify all professional and faculty positions. These efforts involve broadening search efforts, engaging new channels of recruitment, and, when appropriate, using external search support/services to identify a diverse pool of candidates.

Sources

- 2013-2014 Faculty Recruitment
- Ethnicity and Gender Report 2009 - 2015
- NMJC Service Area Demographics 2014-15 (1)
- NMJC Student Demographics 2014-15
- Western Heritage Museum Annual Report

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Response to 1.D.1

NMJC's actions and decisions reflect a public obligation in addition to serving the institution's core educational mission.

The history of New Mexico Junior College is distinct from other community colleges in New Mexico. As the first independent community college in New Mexico (established in 1965), NMJC was initially funded not from state sources but from purely local resources. Although the college began to participate in the state funding mechanism in the 1980's, an extraordinary level of local financial support ([\\$21 million in local funds versus \\$6 million in state funds](#)) has continued to this day. Ever mindful of the exceptional commitment of local support, college leaders and faculty have never wavered from designing and sustaining programs and activities that meet the needs of the area communities and citizens.

A singular example of how the college has engaged with the communities it serves can be found in the [Lea County Distance Education Consortium \(LCDEC\)](#). Founded more than twenty years ago, the consortium is a working partnership of the five public school districts in Lea County, Eastern New Mexico University, and New Mexico Junior College. The purpose of the consortium was to provide substantive dual credit opportunities for area high school students well before those credits received funding from the state. For over two decades, high school students in Lea County have been able to earn tuition-free college credits. [This program has special impact in the small, isolated rural high school districts](#). Frequently unable to afford core academic programs much less student activities, these districts were often faced with difficult choices to cut extra-curricular activities so that they could support teaching activities. Through partnership with NMJC, these rural districts have been able to utilize – at no cost to students – college teaching through sophisticated interactive television curriculum offerings. These offerings have allowed districts the opportunity to maintain a full range of curriculum and, at the same time, continue to support important extra-curricular activities deemed vital to student development.

Another important example of how the college supports the local community is found in the Training and Outreach Division. Recognizing that the local economy is highly dependent on a skilled workforce and that the economic well-being of families depends on their ability to increase their earning power, NMJC has developed a comprehensive program of non-credit training programs focused on local industry needs and the ongoing training needs of current and future workers. It

would be hard to overstate the success of this program. [All workforce and professional training programs in the State of New Mexico are tracked by the NM Higher Education Department](#). In 2014, the NMJC non-credit workforce training program was the largest in the State of New Mexico. This is significant because the training service area of NMJC is less than 10% of the size of the largest metropolitan area in New Mexico (64,000 in the NMJC service area versus 887,000 in Albuquerque).

A recent example of college leadership in community economic development is the partnership between NMJC and Lea County. Founded in 2011, the [New Horizons Foundation](#) goal is to create an environment that enables the private sector to generate sustainable economic growth and wealth creation for Lea County, New Mexico. [Serving as a technology intermediary](#), the Foundation provides entrepreneurs and businesses access to technology, technology adaptation and testing capability, design expertise, prototyping, and manufacturing and field testing capability.

NMJC is currently working in partnership with Lea County government to develop and maintain a [new public equestrian exhibition and show center](#) on campus. Built with county funds on college property, the facility will be an important economic activity for the county as well as support the growing college equine science program. The largest activity, in terms of capital expenditures involves development of a new community recreation center. With capital provided by the City of Hobbs and a private foundation, the new multi-generation health, wellness, and learning center are planned to include separate water/pool facilities (competition pool, warm water pool, and water park), gym, fitness center, multi-purpose community rooms, an indoor turf facility, and appropriate support features.

Response to 1.D.2

NMJC's educational responsibilities take priority over other activities and projects.

Educational programs and activities take clear priority in NMJC's resource allocation and budgeting processes. The college budget is annually developed around the priorities established in the strategic plan and the campus master plan. For example, in the [2013-14 college budget](#) the percentage of operating funds allocated to instruction, academic support, and student services is 83.5% (\$21.9 million allocated to instructional and student services out of \$26.3 million).

Response to 1.D.3

NMJC has a long history of engaging with identified external constituencies and communities to assess and respond to their needs.

External constituencies are routinely engaged with the college faculty and staff through a variety of mechanisms including formal advisory boards and panels ([example groups and meeting notes](#)), the campus master planning activities, the campus strategic planning process, and active community engagement by members of the governing board and executive leadership team. [The most significant community engagement activity has been the college's participation in the Lumina Degree Qualifications Profile project](#). This activity was conducted as NMJC's quality improvement activity under the Pathways process. As part of the DQP activity, the college engaged in an extensive series of community conversations over a 6-8 month period. Quoting from the final report presented to the Commission, "Conversations engaged in excess of 250 individual participants, more than 20 community groups and area employers, students, faculty, and staff from area K-12 schools." Active community dialogue and engagement has been a hallmark of NMJC since the college was founded by area community and educational leaders in 1965.

Sources

- Advisory Groups 1
- Equine - MOU
- FY2014-15 Workforce Funding Document
- LCDEC Annual Maddox Report 2013
- LCDEC History and Review
- New Horizons Foundation
- New Horizons Partners and Agreements
- NMJC Degree Profile Final Report July 2013
- NMJC FY2014 Audit
- NMJC FY2014 Audit (page number 12)
- NMJC Report of Actual 13-14 Revenue and Expense

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

NMJC has a long history of activities and programs that support the objectives of Criterion 1. These activities and programs are supported by clear processes and are well documented as presented in this response. NMJC's mission and vision are the guiding principles for all activities. Within these activities is the institution's core commitment to learning as it serves educational needs of its constituencies as well as critical non-educational community-based needs. NMJC's varied program offerings and support activities serve the multi-cultural needs of its constituencies and reflect the diverse community. As the nature of the college's student body and programs of study have shifted along with NMJC's service area, the college has struggled to broaden the diversity of the faculty and staff. The college recognizes the challenge of establishing a faculty and workforce that is reflective of the diverse culture in which we operate. The rural nature of the college creates significant challenges in recruiting and retaining a diverse faculty and staff. Although progress has been made in broadening the diversity of professional staff, the college recognizes there is much work to be done. Along with recognition of such challenges, NMJC is still proud to say that over the last 50 years it has established itself as an innovative and effective leader in support of area economic development, business services, and professional training.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Response to 2.A

All NMJC activities and programs are operated with integrity and an emphasis on ethical behavior. The college has established numerous policies and processes in support of institutional integrity.

Governing Board Policies and Practices

The college governing board has established and codified numerous policies related to ethical conduct and integrity of operations. The Board Policy Manual details specific [Code of Ethics, Code of Conduct, and Conflict of Interest policies](#) that apply to individual members of the Board. Board members [annually sign an acknowledgement](#) that they have read and agree to abide by the ethics and conflict of interest policies.

New Board members go through an [orientation to board operations](#) and all board members regularly engage in [training and work sessions facilitated by an external consultant](#) brought in from the Association of Community College Trustees (ACCT).

The Board meets monthly and as a key part of the meeting they receive a [detailed review of college finances from the chief financial officer](#). These financial reviews include details of college revenues, expenditures, and deviations from projected budgets. The Board is responsible for approving the annual budget and engages in an [annual planning meeting to review finances, college operations, and environmental conditions of the local communities](#). College finances are independently audited annually and [results of the audit](#) are presented to the Board in open session.

Additionally, the Board has established a specific [Standard of Ethics for college staff as well as a Staff Code of Conduct](#). The Board has also adopted a [Code of Student Conduct](#) that applies to all students attending NMJC.

Institutional Policies and Practices

NMJC has established key administrative policies and practices that establish and sustain institutional integrity and ethical behavior on the part of all faculty and staff. Policies outlining ethical guidelines and requirements can be found in the [Employee Handbook](#) and the [Faculty Handbook](#). These policies include [Conflict of Interest, Copyright, and Whistleblower](#) among others. In addition, all faculty and

staff members are annually required to review and sign the [Professional Code of Conduct](#) as part of their contract renewal process (all NMJC faculty and staff work on an annual contract).

All NMJC faculty and staff are required to participate in [annual training](#) on a variety of topics including FERPA, Title IX Awareness and Violence Prevention, and Unlawful Harassment Prevention. In 2014, 100% of all employees completed required training.

Integrity and ethical behavior in the area of administrative operations are guided by numerous policies and practices related to [appropriate use of college resources, purchasing, and contracting](#).

The college maintains an [active practice of monitoring complaints, suggestions, and comments from students, faculty, and staff](#). Details of this process are included in the Federal Compliance Document.

Finally, as an institution of higher education, NMJC frequently engages in research activities. The rights of faculty, staff, and students are protected in these activities by the policies established in the [NMJC Research Policy and Procedure](#) manual.

Sources

- April 2013 Board Briefing
- Board Budget Work Session 2014 - President's briefing
- Board Conflict of Interest Policy and Ethics Acknowledgement
- Code of Conduct
- Complaints
- Evidence - Board code of student conduct
- Evidence - Board established purchasing and procurement policies
- Evidence - Board ethics, conduct, and code of ethics
- Evidence - Board finance reports
- Evidence - Board orientation and operations
- Evidence - Board policy for staff conduct
- Evidence - Board training
- Evidence - college procurement
- Evidence - Employee Handbook table of contents
- Evidence - examples of ethics policies
- Evidence - Faculty Handbook table of contents
- Evidence - Presentation of audit findings
- NMJC employee training
- NMJC Research Policy and Procedure

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

NMJC presents itself clearly and completely to prospective students, current students, and members of the public through a variety of media and communications. Materials detailing academic and training programs are available through online sources and in printed form. NMJC's website displays the [Higher Learning Commission's Mark of Affiliation on the site's home page](#). The HLC Mark of Affiliation is linked to the HLC website where details of NMJC's accreditation status can be viewed. All accreditation documents including comprehensive evaluation reports and any action letters resulting from the [HLC review process are located on public pages](#) of the NMJC website. College cost information is maintained on the institution's website as well as access to the [Net Price Calculator](#), which will estimate tuition, housing and other educational cost information for NMJC. Information for full time faculty is available on [individual faculty pages](#) on the website, and information on [faculty and staff credentials](#) is published annually in the College Catalog.

The college has received numerous third party accreditation for programs including [automotive](#), [nursing](#), and [early childhood education](#). In addition, the [college has received formal recognition](#) for providing educational support to external training agencies.

Sources

- Evidence - Faculty and staff credentials
- Evidence - Faculty pages
- Evidence - Institutional reports on website
- HLC Mark of Affiliation
- Net Price Calculator
- Recognition from external agencies
- Third Party recognition
- Third Party recognition (page number 1)
- Third Party recognition (page number 7)
- Third Party recognition (page number 10)

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The NMJC governing board is sufficiently autonomous to make decisions that are in the best interests of the institution, the students, and to assure the integrity of institutional operations.

Established as the first independent community college in New Mexico under the 1963 Junior College Act of the New Mexico Legislature, NMJC is governed by a board composed of seven members elected from single-member districts located throughout Lea County. As elected officials, members of the governing board are directly responsible to the citizens of Lea County.

The NMJC governing board has established policies and practices that clearly outline [board expectations, responsibilities, and accountability](#) as well as the [division of authority and responsibility with the president](#) as chief executive of the institution. The governing board retains authority for assuring that the institution is meeting its educational objectives, for selection and evaluation of the president, and for assuring that the institution operates with integrity and in an ethical manner. Responsibility for managing the day-to-day operations of the college is clearly delegated to the president, faculty and senior leadership.

Response to 2.C.1

Three key board-approved documents guide NMJC operations. The college [Strategic Plan](#), the college [Master Plan](#), and the [Annual Budget](#) are the three core documents that set forth the college priorities, plans for resource allocation, and plans for supporting the college infrastructure to meet current and future needs. The governing board is responsible for review and adoption of all three documents. The Strategic Plan and the Master Plan documents are multi-year plans. The annual budget is developed each year in line with the available resources, the current strategic priorities, and the ongoing list of capital and maintenance projects outlined in the Master Plan. Each year, as part of an annual board budget workshop, [members of the governing board receive a detailed briefing on college finances](#), budget projections for the coming year, review of plans for changes in staffing and personnel to meet college objectives, and a detailed review of key indicators reflecting the condition of the college and the communities-at-large.

Response to 2.C.2

The NMJC governing Board has established practices and policies that provide opportunities for external constituencies to actively engage with the Board and to present their interests and needs to the Board.

All [meetings of the Board are open](#) to the public and subject to the Open Meeting laws of the State of New Mexico. Agendas for each meeting are distributed ahead of the meeting to all media outlets in the service area, agendas and supporting documents are posted on the public college website, and [meeting minutes and reports are presented for public viewing on the college website](#). Under New Mexico statute, the only portion of a public board meeting that may be closed is that portion dealing with limited personnel issues and active legal actions.

Each meeting of the Board includes open sessions for comments from the public, and members of the public are allowed to comment on all agenda items.

As elected officials who must stand periodically for election, members of the governing board are active community leaders who are directly responsible for ensuring that the needs and interests of their constituents are actively represented to the college.

Response to 2.C.3

The governing board has established policies and practices that support its continued independence and autonomy from undue influences. In addition, as part of the annual audit of institution finances and operations, [each board member completes an independent questionnaire](#) asking detailed questions concerning ethical practices and college operations. These questionnaires are returned directly to the independent auditor. An important institutional practice related to maintaining board independence and autonomy has to do with the acceptance of gifts to the college. All monetary and in-kind gifts to the college are now vetted and accepted through the independent NMJC Foundation. [The Foundation, which has separate policies and a self-governing Board of Directors](#), serves as an independent reviewing panel – with full authority to accept or reject gifts – which helps to ensure that the college governing board is not unduly influenced by large gifts to the college.

Response to 2.C.4

The governing board has [delegated responsibility for day-to-day management of the college to the administration](#). Minutes of the Board meetings and approved policies all document that the Board has effectively delegated these duties. The college president and members of the governing board value transparency and openness of deliberations.

The Board is responsible only for evaluation of the president. [Faculty and other staff work for members of the executive team](#) and are evaluated according to college employee policy. The Vice President for Academic Affairs, as chief academic officer, and the faculty are responsible for managing all academic affairs.

Sources

- 2014-15 Foundation Board
- Audit Questionnaire
- Board Budget Work Session 2014 - President's briefing
- Evidence - Board meeting policy
- Evidence - Board organization

- Evidence - Board policy on executive organization
- Evidence - Office of the president
- NMJC Audit FY2014
- NMJC Master Plan 2005
- NMJC Strategic Plan 2010-2016
- Policy Manual with Compiled Edits - July 2011
- Policy Manual with Compiled Edits - July 2011 (page number 29)
- Screenshot of NMJC Website and Board Reports-Minutes

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

New Mexico Junior College is committed to freedom of expression and the pursuit of truth in teaching and learning. The [principles of academic freedom and freedom of expression are documented in Board policy](#) and are fully embraced by all leaders and employees of NMJC. The college supports the [principles of open expression](#) and has [documented student rights](#) in this regard. The college maintains formal [grievance processes open to all faculty, staff](#), and students (student rights are documented in [Board policy](#) and in the [Student Handbook](#)). Grievance processes are robust, provide protection in the form of confidentiality, and are founded on principles of free expression and diversity of opinion.

Additional evidence of the college's commitment to truth in teaching and learning is presented in Core Component 2.E.

Sources

- Evidence - Board freedom of expression
- Evidence - Board policy on student grievances
- Evidence - Employee policy on freedom of expression
- Evidence - Employee policy on grievances
- Evidence - Student right to file grievance
- Evidence - Student right to free expression

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1

NMJC, in compliance with federal and state mandates, maintains an [Institutional Review Board \(IRB\)](#) to provide oversight and ensure integrity of research conducted by NMJC faculty and staff and by researchers using NMJC as a research site. The college maintains an active Office of Institutional Effectiveness which is responsible for oversight of on-campus research activities and for management of the process for approval of research using human subjects or protected records.

Response to 2.E.2

Students are given guidance on the ethical use of information resources through a variety of communications and settings. Gateway courses such as English 113 include specific information about ethical use of information. These expectations are also outlined in the [course syllabus](#) for these courses. The director of the college library is responsible for managing the use of Turnitin software used by faculty and students to ensure ethical use of source material. [Annual training workshops in use of Turnitin](#) are offered to faculty. Over the past two years, over 30,000 student documents have been submitted to Turnitin (15,544 in 2013-14 and 17,107 in 2014-15). In addition, the [Student Handbook details specific policies](#) concerning academic honesty, examples of academic dishonesty, and the academic sanctions that may apply if a student is found to be engaging in academic dishonesty.

Response to 2.E.3

NMJC maintains a [Student Code of Conduct that details academic honesty](#), expectations for student behavior, penalties for violation of the policies, and the process by which a student may appeal penalties. Penalties for violation of the policies for academic integrity and honesty range from a warning, an F grade for the specific assignment, and removal from the class. The Vice President for Academics has flexibility to determine if additional sanctions are warranted.

Details of the policies, expectations, sanctions, and appeal processes are found in the [Student Handbook](#), the Faculty Handbook, and on various pages of the college website under student and faculty information. Without providing details of the specific cases for reasons of confidentiality, it can be reported that over the past five years there are documented instances of students receiving failing grades in a course because of a finding of academic dishonesty.

Sources

- English 113 Course Syllabus
- English 113 Course Syllabus (page number 5)
- NMJC Research Policy and Procedure
- StudentHandbook2014-15
- StudentHandbook2014-15 (page number 18)
- Turnitin Workshops

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The argument and documentation presented here demonstrates NMJC's institutional commitment to all Core Components of Criterion 2. Stakeholders in the college act in an ethical manner and are held accountable to standards of integrity and responsibility. If issues of integrity and ethical behavior arise, the college has in place clear processes for addressing the issues and in dealing with offending behaviors. All faculty and staff are required to review and acknowledge established policies concerning ethical standards and behavior. The governing board maintains a clear role of institutional oversight, but trusts and delegates day-to-day operations to the president. Academic affairs are overseen by the chief academic officer with active participation by the faculty.

A distinct challenge that is not openly addressed in this Criterion is the impending change in executive leadership at the college. After nineteen years as president and over thirty years on campus, Dr. Steve McCleery is retiring. It is impossible for the institution to seamlessly make a transition from a longstanding, well respected leader who has had an impact on every building, policy, action, and process without some level of disruption and uncertainty. This transition will test the strength and flexibility of the very processes and procedures described in Criterion 2. Training, maturity, and integrity as presented in this argument will be the resources for a successful and effective transition to new leadership.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1-3

NMJC awards degrees and certificates which meet the academic standards identified by industry standards and expectations, specialized accrediting agencies, accepted standards of practice expected of public institutions of higher education in New Mexico. The college offers three associate degrees, ten associate of applied science degrees, and twenty six certificates. [Course requirements and descriptions for each degree and certificate program are set forth in the college catalog.](#) Course and program content remain consistent across all modes of delivery. All courses applied to the degree requirements must be college level. Developmental or transitional studies courses do not count towards degree requirements.

Associate Degrees

All associate degrees at NMJC require a minimum of 64 semester hours for completion (the AA in Early Childhood is 60 hours). Associate degrees include a core of general education requirements including but not limited to communication, behavioral science, English, humanities, laboratory science, mathematics, physical education, and social science. In addition to the minimum requirements in each of these areas, students must complete a self-selected sampling of courses in areas of interest to them. NMJC offers three associate degrees: an Associate of Arts in General Studies, an Associate of Arts in Early Childhood Education, and an Associate of Science in General Studies. The degrees in general studies offer students the most flexibility in determining their course program with the Associate of Science focused more on courses in mathematics and laboratory sciences. The Associate of Arts in Early Childhood Education has more specific course requirements aligned with the learning objectives of the degree. These degrees are intended to serve as an end point for students who are seeking to enhance their general credentials/knowledge and as transfer curriculum should the student choose to continue their education at a four-year college or university.

Associate of Applied Science Degrees

[NMJC offers ten programs that award Associate of Applied Science degrees.](#) These programs require anywhere from 62 – 95 semester hours for completion depending on the nature of the program and external agency requirements for content. These degrees provide more career-ready, technical content that support a student as they seek entry-level employment or increased employment opportunities. Many of these programs are supported by industry-specific advisory boards that are responsible for providing continual comment and counsel concerning course design, program design, and ability of graduates to perform well in their respective fields. All AAS degrees have a required general education component. The general education requirements for these degrees is approximately 15-18 semester credit hours with the balance of the degree hours associated with the specific career path as identified by faculty, advisory boards, and industry established expectations. All degree requirements are set forth in the college catalog.

Certificate Programs

Certificate programs at NMJC require anywhere between nine and fifty-one credit hours. Certificates are designed to prepare students for entry-level employment in specific occupations or as or as advanced credentials for students seeking to improve their current employment opportunities.

Online Education

NMJC has established a very robust portfolio of online courses. Online credits routinely account for approximately 35% of NMJC enrollment. In support of course quality, faculty effectiveness, and positive student outcomes, the professional staff supporting the online courses have developed a series of tools in support of faculty and students. All NMJC [faculty who teach online courses](#) are required to take [college-sponsored online training](#). In addition to the formal course in online teaching, faculty members are offered guidance in [best practices for engagement](#) of students in online environments. The college has also developed a comprehensive [Handbook for Online Faculty](#) that details teaching requirements and best practices in online education. Finally, all online courses are subject to a [specialized course review](#) designed explicitly to evaluate the effectiveness of NMJC web-based courses.

Sources

- Degree Plans from Catalog
- Degree Plans from Catalog (page number 2)
- ED193B_Outline_Timeframe_Syllaubs
- Engagement_Report
- Handbook_for_Online_Faculty_FA_15
- Online Course Rubric March 2015
- Online_Faculty_Professional_Development_Completion_Enroll_Needed

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Response to 3.B.1-5

NMJC offers educational programs that emphasize the acquisition, application and integration of broad learning skills. The college learning objectives reflect the institution's commitment to acquisition of broad skills and knowledge on the part of its students:

INSTITUTIONAL STUDENT LEARNING OUTCOMES are the knowledge and abilities achieved by students graduating with an Associate Degree from New Mexico Junior College. Students will achieve these outcomes as well as the specific curriculum outcomes for their area of study.

Communication:

The student should be able to:

- Comprehend information to summarize, analyze, evaluate, and apply to a specific situation.
- Communicate in an accurate, correct, and understandable manner.

Critical Thinking and Problem Solving

The student should be able to:

- Define a problem and arrive at a logical solution.
- Use appropriate technology and information systems to collect, analyze, and organize information.
- Apply critical thinking, analysis, and problem solving to data.

Self and Community Outcome

The student should be able to:

- Analyze and reflect on the ethical dimensions of legal, social, and / or scientific issues.
- Communicate an awareness of a variety of perspectives of ethical issues.
- Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

The [college philosophy of general education](#) reflects these objectives and serves as a guide for development of courses and programs. The general education requirements at NMJC are intended to promote broad, integrative knowledge, to encourage curiosity and disciplined thinking on the part of students and to support appreciation for the diversity and opportunities of society outside the institution.

All NMJC degree programs are based on a foundation of general education coursework. This foundation includes coursework from a range of general education topics including mathematics, science, humanities, social science, and physical education. A central part of the process of general education is the imbedding of institutional learning objectives (set forth above) into all courses on campus. In addition to course-specific objectives, all courses on campus are required to include components of the institutional learning objectives which are considered to be a clear reflection of the college commitment to broad, integrated learning. These [learning objectives are required to be clearly identified in individual course syllabi](#) across all programs.

New Mexico General Education Common Core (NMGECC)

The [State of New Mexico has established a common core of general education courses](#) with consistent content that are required to be accepted for transfer between state colleges and universities within New Mexico. Individual colleges are not required to offer these courses as prescribed but, if the courses are offered then the [content and learning outcomes are to be consistent with state-mandated expectations](#). This consistency establishes a confidence for the student that general education courses taken at one state institution will be easily accepted for transfer to another state institution within New Mexico.

NMJC participates in the NMGECC and annually reports assessment outcomes for general education courses included in this framework.

Sources

- General Ed Core Course Transfer Curriculum
- HED Gen Ed Competencies-All Areas
- NMJC Course Syllabus - Examples
- NMJC Philosophy of General Education

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Response to 3.C.1

NMJC currently employs seventy-one full time faculty members and eighty-five part time faculty members. Full time faculty members are expected to teach thirty load hours per year (15 load hours per semester). Faculty load is calculated using a combination of credit hours, contact hours, and course headcount. The average class size at NMJC is between 15-17 students in any given semester. Full time faculty members have sufficient time for instruction, for course preparation, for contact with students outside the course room (office hours), and for participation in the shared governance committee structure. Because NMJC is a community college and operates in a student-centered culture, faculty member's primary responsibilities are in teaching and mentoring of students as opposed to conducting research.

Response to 3.C.2

NMJC evaluates and credentials all instructional staff. College faculty members are evaluated and hired according to [policy established by the governing board](#) and [assumed practices of the Higher Learning Commission \(HLC\)](#). Candidates for fulltime faculty positions are expected to have an appropriate bachelor's degree and are preferred to have a master's degree or a minimum of eighteen graduate hours in their field or a closely related field (Employee Policy 206). All degrees accepted by NMJC for hiring purposes must be from a regionally accredited institution and the applicant must provide official transcripts verifying degrees claimed on their employment application. Faculty members who do not meet these expectations have a period of time to complete appropriate graduate coursework. In the case of faculty teaching technical or professional courses, the institution evaluates individual experience and training against relevant and necessary skills for the position (such as welding or automotive).

The college is preparing to meet the new faculty standards that have been established by the Commission. As of this writing, the college is waiting for the final HLC guidelines which are due by October 1. The Vice President for Instruction has been working with Human Resources staff, the Deans, and K-12 administrators to review all faculty credentials and identify those faculty who may fall short of the new standards. Plans are well underway to ensure that the college is able to meet the September 2016 deadline for implementation of the new credential practices.

Adjunct faculty and faculty approved to teach dual credit courses are considered as contract staff and not as full benefits-eligible employees. Individuals hired as limited-term contract faculty must meet or exceed the minimum qualifications as set forth in the assumed practice of the HLC (Policy CRRT.B.10.020).

Response to 3.C.3

All faculty members at NMJC are formally evaluated each year. Details of the [Faculty Evaluation Process \(FEP\)](#) are set forth in a written document that is available to all faculty members. The document is used by Academic Deans to guide the annual evaluation process. [Key elements of the evaluation process](#) include end-of-course evaluations by students, annual goal setting by individual faculty members, direct observation of teaching practices, and monitoring of student success/risk rates.

In response to faculty concerns over the end-of-course evaluation process, the college is implementing a new secure survey system that will be available to all students regardless of mode of delivery. The [SmartEval system](#) is a robust process deployed through the Canvas platform.

Response to 3.C.4

NMJC provides a variety of internal and external opportunities for professional development of faculty.

As mentioned in Core Component 4.B.3, academic leaders and the SLOAC team identified issues of low student engagement from analysis of student success data, CCSSE, and Noel Levitz surveys. In response to these identified issues, the college brought national experts in student engagement practices to campus in 2011, 2012, 2013 and 2014. [Dr. Elizabeth Barkley](#), author of *Student Engagement Techniques: A Handbook for College Faculty*, came to campus in 2011 and conducted small workshops for faculty teaching gateway courses in the classroom and in online environments. Dr. Arleen Arnsparger, project manager in student engagement for CCSSE, has conducted on-campus workshops for faculty on two occasions (2012, and 2014) and has conducted a series of student focus groups to further evaluate engagement issues and opportunities (2013).

Further evidence of NMJC's commitment to professional development is reflected in the on-campus training required for all faculty members who teach online classes for the college. Developed by the distance learning staff, the [best practices course in online education](#) is required for all NMJC faculty members teaching in the online system.

Individual faculty members are offered opportunities to participate in external conferences and seminars. Recent trips by faculty include participation in the New Mexico Higher Education Assessment conference, the annual National Association of Developmental Education (NADE) conference, the annual Noel Levitz conference, and other specialized conferences such as the annual conference of the American Psychological Association. Two faculty members who are recognized by their peers are annually offered the opportunity to attend the NISOD conference in Austin, Texas.

Faculty members may apply to their respective Deans for travel funding for selected professional opportunities and these applications are often granted within the restrictions of available funds.

At the beginning of each semester, faculty participate in a number of in-service activities that involve collegial learning and sharing of information on topics such as teaching practices, best practices in assessment, and other topics.

Response to 3.C.5

NMJC instructors, full and part time, are accessible for student engagement and inquiry outside the course room. Regardless of delivery method, all full time instructors are required to be available to students through a combination of in-person office hours and virtual offices hours. In the case of full time faculty, the college requires a minimum of ten offices hours per week as part of the faculty contract. All faculty members are available to students through e-mail and other forms of personal communication even outside the posted office hours. Contact information for faculty is included in all course syllabi and full time faculty members have personal web pages linked to the college website with details of contact information and office hours.

Response to 3.C.6

NMJC professional and support staff who provide student services are appropriately qualified and participate in ongoing training and professional development opportunities.

Evidence of the college commitment to supporting continued staff development can be found in the list of [professional training attended by financial aid staff](#) including the FSA National Conference, NMAFSA Fall and Spring Training conferences, and webinars including Professional Judgment training, Federal update training, return of Title IV funds, 2014-15 Verification, and Working with Unaccompanied Youth.

Student services staff annually participate in on-campus, off-campus, and online training. Examples of the training include in-service training for professional counselors, and an ethics workshop. Disney Customer Service (webinar), Title IX General Best Practices (webinar), Title IX in Athletics (webinar), in-service sessions to review and analyze Noel Levitz data, SEVIS training, Active Shooter (webinar), and others. Much of the more recent training undertaken by Student Services staff has been based on [staff analysis and reaction to student satisfaction data from the most recent administration of the Noel Levitz Survey of Student Satisfaction](#). The next survey administration will take place in the fall 2015 semester, and results from that survey will inform staff as to the impact and effectiveness of recent trainings.

The recently restructured Academic Success Center is under direction of a professional tutor. All tutors are screened for appropriate credentials and have opportunities to engage in on-campus training.

Sources

- Barkley Curriculum Vitae 9-2011
- Faculty Evaluation Process 2015-16
- FEP Example 1
- Fulltime Faculty Credentials - Employee Policy
- HLC Assumed Practices

- Professional Development for Online Teaching
- SmartEvals.com - Online Evaluations to fit your need
- Student Services - Actions Related to Noel Levitz Survey
- Student Services - Actions Related to Noel Levitz Survey (page number 12)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Response to 3.D.1

The college provides student support services for prospective, new, and current students. Services are provided in-person, by telephone, e-mail, and through internet-based communications. Many of the current Student Service staff are bi-lingual, with Spanish being the dominant second language, and thus are able to communicate effectively with students and family members who may have more limited English skills.

Services available include:

Student Advising and Enrollment – enrollment services include all admissions and registration services as well as services for evaluation of transcripts and athletic eligibility. Counselors work primarily with new students and prospective students to assist in the development of appropriate course programs. Two full time recruiters visit area high schools, meet prospective students and families who come to campus, provide personal campus tours, and serve as added support for counseling staff during high demand periods.

Financial Aid and Veterans Services – the college Financial Aid office educates students and families about opportunities for financial aid, helps coordinate scholarship funds available from the NMJC Foundation, and supports students in the application process for financial aid. The office maintains all necessary materials, and [staff members remain current on the latest requirements](#) for federal and State aid.

Disability resources – all qualified students with disabilities are provided reasonable access and accommodation at New Mexico Junior College. Support is provided not only for academic programs but to assist students with their needs as they participate in co-curricular activities.

Dean of Enrollment Management – the Dean serves as the Registrar in addition to managing the line operations of Student Services. The registrar is responsible for maintaining the accuracy, consistency, confidentiality, and integrity of all student records. The Dean works closely with Information

Technology staff to ensure data integrity and also works with academic leaders in the preparation of course schedules. The Registrar is responsible for oversight of the grade records, for accurate transcription of student records, and for ensuring that the college adheres to ethical and legal principles.

Academic Success Center – the college operates a tutoring and learning support center on campus that is open to all students and faculty. The center is staffed by three full-time professional tutors in addition to student assistants. During its first full year of activity, [the center served over 3,000 students](#). An important part of the academic support from the Center involves embedding tutors into high risk-gateway classes. [Results from the Fall 2014 semester](#) showed that the student risk rate declined in 11 of 17 classes where tutors were embedded. The overall student risk rate in the 17 courses declined from 33% to 28.9%. Math and science classes saw the largest declines in student risk.

Student Life – as a residential campus with nationally recognized sports, NMJC takes pride in offering an active, healthy student environment. Student apartments and residence halls are home to approximately 300 students per semester. Campus food services are available not only to residential students but to faculty, staff, and commuter students. The college Nursing Department operates an on-campus health clinic that provides limited health care services at no charge to students and faculty.

Response to 3.D.2

NMJC provides learning support and transitional curriculum for students who may not be ready for college-level coursework.

Full time, degree seeking students and students who want to take college level English and mathematics are required to take assessment tests (COMPASS) that evaluate their preparation and potential for success in college-level work. Students who take other tests, such as Accuplacer, SAT, or ACT, may substitute results of those tests for consideration. All students have the opportunity to take placement exams to help inform their choice of courses.

Beginning in 2014, NMJC changed the college placement policy from mandatory placement based solely on test scores to a [modified system that uses test scores and high school grades](#) to help students make informed choices concerning their placement in transitional studies. This effort is part of a [multi-year effort to make transitional studies more effective](#), less time consuming, and more cost effective for students and the college. The multi-year plan was developed by a team of faculty and student services leaders in 2013. The plan drew statewide attention in New Mexico when it was presented to the state Legislative Finance Committee during public hearings.

In 2014 the first small cohort of students was placed in mainstream college courses based on their high school grades and personal choice. Of this small group, 70% passed their college level courses. Under the old system, each of these students would have been required to take transitional studies courses prior to taking their college level courses. The Vice President for Academics and the Vice President for Student Services are working together to expand the program to offer more students an opportunity to make informed decisions that by-pass mandatory transitional placement. The new placement model serves as a guide for faculty and counselors as they discuss options with students.

In addition to placement for transitional courses, the college operates TRIO grant funded programs for approximately 100 students. TRIO staff provide individual counseling and support services to program students.

As referenced in Core Component 3.D.1, the college operates the Academic Success Center. This is a complex of study areas and private offices where students can work individually, in groups, and with tutors. Along with the Academic Success Center, the college also operates a Writing Lab and a Math lab both of which are staffed by individual faculty members as part of their commitment to working with students outside the course room.

NMJC operates an Adult Basic Education (ABE) program for students Seeking a high school credential, to increase basic skills for educational or workplace advancement or to become literate in the English language. High school equivalency graduates participate in the annual college commencement ceremonies.

Online students have access to tutoring support by telephone and through online support from Brainfuse. NMJC offers all students 24-7 technical support for Canvas access and support. These services are provided by NMJC staff members who chose to create an on-campus service rather than rely on the limited access to Canvas technical support.

Response to 3.D.3

NMJC offers a range of general and specialized academic advising to support students as they seek to identify their individual goals, to enroll in appropriate courses, and to define their personal educational goals. General academic advising for new and continuing students is available from any of three full time counselors. Students may meet with these individuals in-person, by telephone, or e-mail. Students may schedule appointments or simply walk-in to meet with counselors. Specialized academic advising is available from faculty members who are assigned as advisors to students and by department staff of technical programs such as Energy Technology, Equine Sciences, Law Enforcement, etc. Academic counselors and advisors are supported by a variety of technology including degree audit applications, Who's Next software designed to facilitate the registration and enrollment process, and access to student records through the Banner information system. NMJC recently participated in the Survey of Entering Students (SENSE) offered by the CCSSE organization. Findings from this survey is informing Student Services personnel as well as academic leaders as to the effectiveness of [promising practices](#) as well as how well new students are being supported ([SENSE Key Findings](#)).

Recently received funding from the U.S. Department of Labor through the TAACCCT program is supporting development of career counselling and support services. Following the grant funding period, these services will be rolled into the annual college budget as permanent services.

NMJC coaches are directly responsible for the advising and academic success of their student-athletes.

Response to 3.D.4

The NMJC campus infrastructure is probably one of the most significant resources available to students and staff. The campus is a model of design, maintenance, and effective planning. NMJC boasts over 110,000 square feet of classroom space, over 67,000 square feet of laboratory space, and over 18,000 square feet of study space. The Campus Master Plan guides development and maintenance of campus facilities. The campus Master Landscape Plan guides management and development of the campus landscape. The campus Information Technology Plan details current and future needs/plans for development of technology to support students, faculty members, and the community.

Details of campus infrastructure, information technology and education technology/software are offered in Core Component 5.A.1.

Response to 3.D.5

Efforts to help students develop an understanding and appreciation for the ethical and responsible use of information sources begin with the Pannell Library and the professional staff working in the facility.

Students of New Mexico Junior College are currently offered guidance in the ethical and effective use of information resources through Information Literacy workshops provided by the staff of NMJC's Pannell Library. These workshops are taught as a part of other regular course sessions as well as being offered as voluntary stand-alone sessions. Each instructional workshop reviews the topics of plagiarism and how to avoid it by properly citing the resources presented. Additionally, students are given the opportunity to ask questions as well as seek assistance from library staff as needed after the workshop. The evidence shows an average of 378 students are reached by these classes annually. To provide for students' future needs, the staff members of NMJC Pannell Library are currently compiling online versions of these workshops. One of the online tutorials will cover plagiarism and the ethical use of resources.

- 36 workshops in 2012; 32 workshops in 2013; average of 34 workshops annually
- Reached 409 students in 2012; 347 students in 2013; average of 378 students annually
- 764 reference questions answered in 2012; 1031 reference questions answered in 2013; average of 897.5 annually.

Pannell Library staff work closely with individual faculty members as well as academic leaders to educate and train faculty in the use of services such as Turnitin and in the latest issues in ethical use of electronic resources. Library staff members operate a number of annual training workshops for faculty.

All NMJC faculty and staff are versed in the college expectations regarding ethical behavior and are expected to enforce college policies related to academic honesty, plagiarism, and cheating.

Sources

- 1314 End of Year Report- Financial Aid Updates
- 14-15 impact of embedded tutors
- College Success Center
- NMJC Developmental Studies Plan March 2013
- NMJC SENSE Key Findings
- SENSE Promising Practices
- Transitional Placement Model - August 2014

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Response to 3.E.1-2

NMJC offers a variety of co-curricular activities and community-based activities intended to meet the diverse needs of students. Students and community members have a number of opportunities to interact through community education programs, community support activities, and at campus sporting events. These events include Stuff-a-Bus, Stuff-a-Truck, Foster Kids Christmas Party, Moran Lecture Series, Pi Day Activities, Constitution Day activities, Women's History Month activities, and African-American Month activities.

[Student clubs and activities](#) include the Band Club, Campus Ambassadors, College Campus Democrats, College Campus Republicans, the Fellowship of Christian Athletes, Mu Alpha Theta, Phi Beta Lambda, Phi Theta Kappa and Skills USA. Each club must have a charter and active faculty/staff sponsors.

The Office of Student Life is staffed by a number of full time and part time employees including a full time Coordinator of Intramurals and Student Activities. The Office of Residence life plans and promotes a number of activities in support of student engagement in social and recreational programs.

A particularly important resource for student and community engagement is the [Western Heritage Museum and Lea County Cowboy Hall of Fame](#). The museum is operated by the college and regularly hosts major exhibitions that draw significant student and community participation. Recent exhibits include the Bigger than T-Rex dinosaur exhibit, art from Andy Warhol, and large scale holiday exhibits. In 2016, the museum will be the first museum of its size to host the internationally famous Titanic Exhibit featuring recovered artifacts from the wreck of the Titanic.

NMJC, through the Western Heritage Museum, operates an annual event called the Staked Plains Round-up. Over a two day period, this event brings over 2,000 elementary age students to campus for a series of social, educational, and fun activities.

Sources

- Student Organizations - web page
- Western Heritage Museum Annual Report

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

All degree and certificate programs at NMJC meet the rigors and expectations of higher learning and are consistent with industry standards and expectations. Degree programs include general education curriculum designed to develop a student's broad, integrative knowledge as well as specific skill sets for the area of study. NMJC faculty and staff have credentials that meet or exceed the education and training necessary for successful completion of their duties. The college anticipates some challenges with respect to full implementation of the new HLC expectations regarding faculty credentials. Plans are in place to ensure the college is able to meet the September 2017 deadline for compliance with new rules.

All faculty and staff have access to professional development opportunities, as discussed in this argument. Student Services provides support for all aspects of instruction and student life on campus, as well as for commuter and distance education students. In addition, NMJC has identified improving student engagement as a significant opportunity to improve student learning and the student experience at the college. Central to this goal will be a focused effort on developing a thorough understanding of part time students: their needs, their aspirations, and their challenges. The college anticipates placing part time students at the center of the next quality improvement project as part of the Pathways process.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Response to 4.A.1

Although the college has maintained a practice of regular program reviews ([example from 2010](#)), the process has been disrupted and inconsistent. Issues related to the effectiveness of academic program review became evident when the college participated in the Pathways Quality Project in 2011.

As a member of Pathways Cohort Three, NMJC participated in an evaluation of the Degree Qualifications Profile (DQP) designed by the Lumina Foundation. The college team working on the DQP project spent a six month period engaging in a series of intensive stakeholder and community conversations. The focal points of these conversations were the questions:

1. What do area leaders and citizens believe students need to know in order to be productive members of the economy and society?
1. What parts of higher education, regardless of institution involved, are succeeding and which are

falling short?

A key objective of the DQP project at NMJC was to identify any specific programs that may not be meeting the expectations and needs of students and the community-at-large. Quoting from [NMJC's final report to the HLC/Lumina Foundation](#), "The final stage of the current DQP project involved identification of a key academic program and evaluation of that program in light of research findings. In this case, the critical conversations consistently pointed towards the importance of NMJC's business program." The Office of Institutional Effectiveness was tasked with developing a comprehensive review of the program. Results of the analysis identified "previously unseen filters, opportunities for increased student success, and opportunities for program growth." A brief summary of the program review findings were included in the final report to the HLC/Lumina Foundation. Based on results of the business program review changes were made in course structure, courses schedules, and instructors evaluated student success/risk data to identify opportunities for improvement. Although enrollments have not grown, student success rates have risen 7-10% for the instructors involved. The Office of Institutional Effectiveness continues to work with the academic dean and business faculty to evaluate the impact of changes that resulted from the program review.

Based on the outcome of the DQP quality initiative and the findings of the review of the Business Department, the decision was made to overhaul the college program review process. This decision came around the same time as a new Vice President for Instruction took office. This change in leadership caused an additional delay in review/revision of the process. A [new process has been developed](#) and is currently being reviewed by faculty, academic leaders, and administrative staff. The intent of the new process is to catch program issues and opportunities earlier and allow for more of a continuous improvement effort for programs. Even as the new process is being evaluated for final adoption, programs reviews have continued using the new rubrics (examples include [Criminal Justice](#), [Business](#), and [Education](#)).

Response to 4.A.2

NMJC evaluates all credit awarded including that awarded for prior learning. The college does not transcript credit for experiential learning.

The college Registrar is responsible for oversight of the processes established for awarding credit and for approving awarding of credit for prior learning. [All policies for transfer of credit, awarding of credit, and credit for prior learning are set forth in the College Catalog](#). Policies detailed in the catalog include transferring credit to NMJC, transfer among New Mexico higher education institutions, transfer of lower-division general education core requirements, transfer credit appeals process, advanced placement (AP), and the college level examination program (CLEP).

[NMJC has established specific policies related to awarding credit for prior learning in the fields of law enforcement, corrections, and automotive technology](#). These policies and guidelines are also clearly set forth in the College Catalog.

In the case of international students seeking to transfer credits from outside the United States, the college has established a policy requiring those students to present their credentials to an approved third party evaluator. These policies are detailed in the College Catalog.

Response to 4.A.3

The college has established clear policies and practices to evaluate all credit that it accepts in transfer. NMJC's Registrar is responsible for administration of the policies for transcription of transfer credit.

The [policies for transfer of credit](#) are detailed in the College Catalog.

The State of New Mexico has established a general education common core for all public colleges and universities in the state ([New Mexico General Education Common Core - NMGECC](#)). The New Mexico Higher Education Department (NMHED) has established a specific list of general education courses that are part of the common core. All public institutions of higher education in New Mexico are required to accept direct transfer of these courses from other New Mexico institutions as fulfillment of general education requirements. The [courses and policies related to the NMGECC](#) are detailed in the College Catalog.

Response to 4.A.4

NMJC maintains authority over academic standards for courses and programs, sustains strong learning support services, and assures faculty have appropriate qualifications for the courses they are teaching. The college maintains an [active dual credit program](#) and exercises authority over the program to ensure programs and courses for high school students meet the expectations and outcomes for higher education curriculum.

Curriculum and Academic Standards

Responsibility for oversight of curriculum and academic standards for courses and programs is managed by the college [Curriculum and Academic Standards Committee](#). This faculty-led committee is the central clearing point for all proposed curriculum, for changes in curriculum, and for ensuring that academic curriculum is aligned with college learning objectives. Proposals for new courses/programs as well as substantive changes to existing courses/programs are reviewed by the committee for content, prerequisite requirements, academic standards, course-specific learning outcomes, and institutional learning outcomes.

After review and approval by the Curriculum and Academic Standards Committee, proposals are routed to the Vice President for Academics for review and approval. The [curriculum development and review process follows an established pathway](#) that is documented at each step.

Faculty Qualifications

The college ensures that all faculty members, full or part time, have education and/or professional credentials that meet or exceed requirements for the courses they are teaching. Details in Core Component 3.C.2 outline NMJC credentialing policy for faculty.

Ensuring Academic Standards for [Dual Credit Courses](#)

As described in Core Component 5.A.1, NMJC is the managing partner of the Lea County Distance Education Consortium (LCDEC). LCDEC is an active partnership of NMJC, five area high school districts, and Eastern New Mexico University. LCDEC maintains a system of interactive television classrooms on the college campus and in each of the area high schools. Using these classrooms, the majority of dual credit students are taught directly by NMJC full time faculty. All students, college or high school, are held to the same standards of learning and are taught using the same curriculum and course materials. All dual credit students are required to attend the Dual Credit Orientation offered on the NMJC campus. Over [60% of all dual credit hours](#) are taught directly by NMJC faculty. NMJC faculty teaching dual credit courses visit their high school course rooms during the semester so that dual credit students can connect directly with the professors. In a limited number of cases, dual credit courses are taught by high school faculty members in their respective schools. In each of these cases,

the [high school faculty credentials are reviewed by the Vice President for Academics](#) and only those high school teachers who meet college credential requirements are cleared to teach the college level course. The dual credit high school course taught by an approved high school teacher must also use the same curriculum, course materials, and have the same learning expectations as if the course was taught on campus. NMJC academic leaders and faculty meet periodically with high school advisors and high school faculty to ensure coordination of curriculum and learning expectations. In addition, department assessment coordinators maintain contact with all high school teachers for assessment reporting. They provide the teacher with up to date information regarding course materials, assessment methods and syllabi requirements. Over a five year period, the at-risk rate (students who receive a D, F, or W in a course) for [dual credit students \(18.5%\)](#) has been consistently lower than the at-risk rate for virtually all student groups.

In addition to traditional dual credit courses taught directly to high school students, NMJC has established an [Early College High School project](#) designed to offer high school students the opportunity to complete their high school coursework through on-campus courses. These students are blended directly into college courses and have the same expectations for engagement and outcomes as their college-level peers. NMJC also maintains a traditional concurrent enrollment process that engages high school students in specific classes or programs such as welding, cosmetology, and other trade oriented programs. As with all NMJC courses, these students are subject to the same curricular expectations and measures as college-level students.

Learning Resources

Students and faculty at NMJC have access to a variety of learning services and support. The Pannell Library is at the center, literally, of [learning support services available for students and faculty](#). Library staff, led by a professional library services director, provides support with database references, answering individual questions at the reference desk, library literacy workshops, and in [the use of Turnitin software by students and faculty](#).

The Academic Success Center is a professionally staffed tutoring support center open to all students. Success Center tutors are available in the Center and also are assigned to support key gateway classes. In such courses, [individual tutors sit in on the classes](#) and actively engage with students and faculty. Student use of the Center is [tracked daily](#) and these reports are used to inform staffing needs as well as provide feedback to instructors. In [2014-15, over 3,000 students](#) used the Center. The director of the College Success Center is also the key champion of the college Early Alert program. [The Early Alert program has been recently revised](#) to be more of an intrusive outreach to students who are experiencing difficulty in courses. NMJC faculty are required to post grades in the Canvas learning management system which has afforded a unique opportunity to track student performance from early weeks in courses, and these data are actively used to identify struggling students early in the semester. In addition to serving the student population as a whole, the new Early Alert process has allowed for specialized reporting for different student groups such as athletics teams (Examples: [baseball](#) and [basketball](#)) and [Early College High School](#) students.

Online tutoring support is available to all students 24-7 through [Brainfuse](#). Although intended primarily to support online students, Brainfuse is open to all NMJC students.

Response to 4.A.5

NMJC maintains specialized accreditation for several programs. The college actively seeks appropriate external accreditation for trade and academic programs.

Law Enforcement and Corrections: The college currently operates academies for [law enforcement](#) and [corrections officers](#). These programs are sanctioned by the State of New Mexico.

Alternative Licensure in Education: NMJC currently offers an [Alternative Licensure program for elementary education teachers](#). The 12-credit program is [approved by the State of New Mexico](#) and successful students are eligible for a Tier One New Mexico Teaching License through the New Mexico Public Education Department.

Nursing: The NMJC nursing program is accredited by the State of New Mexico Board of Nursing. Upon successful completion of the RN program, students are awarded the Associate of Applied Science in Nursing and are then able to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX). The program is also accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accreditation Commission (NLNAC). The most recent placement pass rates from the [NCLEX exams placed NMJC graduates in the top 10% of programs in the country](#). Further information on the Nursing Program and use of assessment data is found in Core Component 4.B.3)

Automotive: NMJC automotive technology programs maintain external certification from the National Automotive Technicians Education Foundation (NATEF). The most [recent review of the GM ASEP](#) training program at NMJC was called, "...a benchmark program...creating an ideal automotive training program." The report continues, "Truly this is a program NATEF could use as one of its ideal model schools for accrediting a Master Automobile Service Technology program."

Cosmetology: The college [Cosmetology program is licensed by the State of New Mexico](#) and subject to the curricular guidelines established by the State of New Mexico Regulation and Licensing Department.

Response to 4.A.6

NMJC evaluates the success of its students and graduates. As might be expected, it is difficult to track students after they leave the institution. In the case of certain programs, the faculty members are able to follow students as they gain employment. Specifically, the Law Enforcement Academy and the Corrections Academy have a perfect record of job placement. Fully 100% of all successful academy graduates have been employed in their respective fields.

The Office of Institutional Effectiveness, using resources of the Student Clearinghouse, is able to track NMJC students who transfer to other colleges. Transfer reports for cohort groups revealed that roughly less than half of NMJC students move on to other institutions (28.6% for the [2009 cohort](#) and 36.5% for the [2011 cohort](#)). These data suggest that NMJC degrees and programs are an end-point for many local students. The Office of Institutional Effectiveness is currently updating transfer reports for additional student cohorts including sub-groups such as athletes.

[Results of the Degree Qualifications Profile project](#) (see Core Component 4.A.1 for details) suggest that area employers have positive appreciation for NMJC students although they do have some overall concerns with students from all institutions. With regards to NMJC students, area medical employers have stated that the college graduates are among the best they hire from any institution. Medical employers and many others expressed concerns about relatively low writing skills of all college students. Concerns and themes that emerged in the DQP project are consistent with areas identified as needing improvement in current departmental assessment reports. Academic leaders and faculty are trying to address these concerns and will be using program reviews and assessment reports to track progress. Recent assessment documents from [Cosmetology](#) and [Automotive](#) are examples of how the

DQP suggest how information from the DPQ process is being integrated into learning objectives for students.

The college has not engaged in surveys of former students and is unable to access student performance data from other colleges. Plans are underway to utilize resources of the NMJC Foundation to develop stronger connections with former students. Recent addition of Raiser's Edge software in the Foundation will enable the Foundation and College to reach out to former students. At the time of implementation, over 75,000 records of former students were created in the database and the Foundation is planning a mail survey of those students in spring 2015. That survey will include essential questions related to student success, satisfaction with NMJC academic preparation, and information related to their continued experience in higher education.

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- College Catalog - Transfer
- College Catalog - Transfer (page number 5)
- College Standing Committees 2014-15
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- NCLEX Results
- NMJC Cosmetology License
- NMJC Degree Profile Final Report July 2013
- NMJC Early College HLC notes
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- Student Tracker Cohort Transfer Report
- Transfer and Common Core
- Transfer and Common Core (page number 2)
- Turnitin Training and Usage

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Response to 4.B.1

NMJC is committed to improving student learning through an active, [comprehensive process of assessment of student learning](#). Assessment activities begin at the individual course level and are aggregated at the department level where faculty conversations take place concerning how to improve student learning. In addition to course and department level outcomes, the college has established key institutional outcomes for student learning. Institutional outcomes are imbedded in courses throughout the campus.

The process and responsibilities for assessment of student learning are described in the [Assessment of Student Learning Guide](#) produced by the faculty-led Student Learning Outcomes Assessment Committee (SLOAC). SLOAC has guided the college assessment activities for the past ten years. Through this time, the actual procedures for assessment at the course, department, and institutional levels have been subject to continual review and refinement resulting in the current process.

A significant addition to the process has been the college commitment of more significant staff resources to the activity. Beginning in 2014, assessment activities are directed by an Assessment Coordinator working in the Office of Institutional Effectiveness. The coordinator, a respected member of the faculty, is responsible for coordinating assessment activities across all departments, for leadership of the SLOAC group, and for supporting analysis of assessment outcomes.

Faculty members of each department established learning outcome statements relevant to courses within their department. In the case of departments made up of courses that are part of the New Mexico General Education Common Core (NMGECC) the learning outcomes defined by the New Mexico Higher Education Department are used ([NMJC has reported annually on general education outcomes using required NMHED format since 2008- reports are submitted to NMHED and published on the NMJC website](#)). Under the current assessment process SLOAC and academic leadership require at least one learning outcome statement in each department be directly tied to an NMJC institutional learning outcome (examples from course documents in [Math](#), [English](#), and [Science](#)). The NMJC institutional learning outcomes are:

Communication

The student should be able to:

- Comprehend information to summarize, analyze, evaluate, and apply to a specific situation.
- Communicate in an accurate, correct, and understandable manner.

Critical Thinking and Problem Solving

The student should be able to:

- Define a problem and arrive at a logical solution.
- Use appropriate technology and information systems to collect, analyze, and organize information.
- Apply critical thinking, analysis, and problem solving to data.

Self and Community

The student should be able to:

- Analyze and reflect on the ethical dimensions of legal, social, and/or scientific issues.
- Communicate an awareness of a variety of perspectives of ethical issues.
- Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

[NMJC has collected data on these institutional outcomes since 2008](#). The original process utilized artifacts collected from targeted courses which were reviewed by a scoring team of three faculty members. Beginning in 2014 SLOAC changed the process for institutional assessment by focusing on departmental data directly related to an institutional outcome. That data is then supplemented by use of a national testing tool from ETS called the Proficiency Profile. Data from ETS-PP paired with departmental data (collected at the course level) creates a broad picture of NMJC's progress toward the overall student learning goals ([ETS cohort results](#), [additional cohort results](#), [comparative data](#)). The college assessment coordinator has prepared summary institutional reports based on ETS data for each of the last two years: [2014](#) and [2015](#).

Response to 4.B.2

The college regularly assesses the learning outcomes of courses and programs. As detailed in the Assessment of Student Learning Guide, individual faculty members collect data on learning outcomes each semester. These data are aggregated annually at the department level and then become part of the ongoing dialogue between faculty and academic leaders as to how outcomes can be improved. As recently as Spring 2015, all faculty gathered during an in-service session to [review and discuss results from institutional level assessment](#).

Sample assessment reports:

- [History](#)
- [Social and Behavioral Sciences](#)
- [Natural Sciences](#)
- [Area I - Gen Ed/communications](#)

A key aspect of the assessment process at NMJC is the integration of all levels of learning outcomes into each course. [All levels of outcomes appear in each course syllabus](#). Course objectives relate to departmental or program objectives which then relate to relevant institutional objectives. In-service meetings, held at the beginning of each semester, provide full and part time faculty opportunity to review the latest assessment data. The purpose of these meetings is to discuss assessment processes, share best practices, review expectations for participation, set goals for the next assessment cycle and make plans to implement changes.

The addition of the Coordinator of Assessment to the Office of Institutional Effectiveness has allowed for increased communications between departments and individual faculty members addressing their concerns and needs in the assessment process.

NMJC has a number of co-curricular programs but has not included these programs in any kind of formal assessment of effectiveness. The Office of Institutional Effectiveness has recognized the need to develop specialized assessment processes for co-curricular activities and will be working with faculty and student services staff to create meaningful assessment of these programs.

Response to 4.B.3

NMJC uses data derived from assessment activities to improve student learning. All faculty participate in data collection at the course level. [Faculty members work together at the department level](#) to evaluate subject-specific outcomes and to discuss teaching methods as well as assessment measures. Academic Deans are responsible for working with the departments to evaluate outcomes and plans for improvement in teaching and learning. The Student Learning Outcomes and Assessment Committee is moving from being a process committee to taking on more responsibility for evaluating overall learning outcomes on campus and for making recommendations to faculty and academic leaders for changes in the teaching process.

At NMJC, assessment is not simply the evaluation of student learning outcomes. [Assessment, in a broad context, is the overall effort to use data from key sources to identify issues and opportunities](#) to improve student learning. A good example of how the college has triangulated data to identify issues in student learning is the response to data on student engagement from the CCSSE surveys, the Noel Levitz surveys, from student focus groups, and from institutional level data on student outcomes. When evaluated by the Office of Institutional Effectiveness, the academic leaders, and key faculty members, it was determined that NMJC had a distinct issue in developing effective student engagement – a vital part of the student learning process. The college made a decision to apply key resources to professional development activities focused on helping faculty and student services personnel become more effective in building student engagement. In each of the past four years, the college has brought major national experts to the campus to work with faculty and staff in a series of student engagement workshops. Evidence that these efforts are beginning to pay off is found in the continued increase in the percentage of students successfully completing their courses ([up from 67%+/- to 73%+/- in recent semesters](#)).

Evidence of how NMJC faculty use assessment data to evaluate and improve student outcomes is found in the Nursing Department. Over a period of years, [the student outcomes \(as measured in NCLEX test results\) had been very inconsistent](#). Nursing faculty took [detailed information from the NCLEX testing](#) and mapped the test results against the program curriculum to identify issues and opportunities for improvement. Recent results from the NCLEX testing demonstrate that NMJC students [moved from in the 50th percentile nationally to the top 10% of national outcomes](#). This improvement is a direct result of using assessment data to evaluate and improve curriculum and teaching.

SLOAC, working with the Office of Institutional Effectiveness, will continue to develop better analytics and communicate results and best practice opportunities across the faculty. The next point of opportunity for SLOAC and OIE to assist faculty in improving student learning is in developing strategies for supporting part time students, a recognized group with unacceptably high risk rates. During a [Fall 2015 in-service session](#), faculty reviewed and discussed [risk data for full time versus part time students](#).

Response to 4.B.4

NMJC's processes and methodologies to assess student learning reflect good practice with substantial faculty and instructional staff participation.

Central to NMJC's assessment process, as well as with many other practices and processes, is the college commitment to continual improvement. Assessment is an excellent example of how faculty and instructional leaders have built on years of assessment activity and continue to evolve the process to become more effective.

NMJC's mission is *success through learning*. As noted in 4.B.3, the college does not take a singular approach to assessment of student learning by exclusively employing an assessment of student learning plan. The college takes a broad based approach to help students achieve *success through learning* in which assessment alongside program review, faculty evaluation, and ongoing data analysis from the Office of Institutional Effectiveness collectively help identify areas of concern and opportunity within our student population. Each of these activities has been described in previous parts of Criterion 4.

The past several years have been full of change and growth in several institutional practices with assessment of student learning being at the top of the list. Faculty members will attest to the increased value and function of the assessment process.

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- Nursing Outcomes
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- Social and Behavioral Sciences Area IV assessment report for fall 2014-spring 2015
- Student Learning Cycle at NMJC
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- Summary of results for institutional assessment - Spring 2014
- Summary of results for institutional assessment - Spring 2015

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Response to 4.C.1

In cooperation with the New Mexico Higher Education Department (NMHED), the college has established a series of objectives, some of which are common among other two-year institutions in the state, which are reported annually. The objectives include measures such as percentage of students successful after three years, percentage of students placed in jobs in New Mexico, percentage of students persisting to following spring, and percentage of students placed in jobs or continuing education in New Mexico. The results for NMJC are reported annually through the New Mexico Independent Community Colleges Association (NMICC) and are published on public pages of the NMJC website ([Example Cover Pages](#), [Full Report Sample](#)). Of ten measures included in the most recent report, NMJC is hitting performance targets for seven of the ten measures and falls short on three of the objectives: graduation rate in 150% of time, percentage of Hispanic graduates in relation to local population, and in the annual number of online education credit hours.

In addition to these public objectives, beginning in 2008 NMJC started evaluating student success/risk across a range of parameters including student demographics, mode of course delivery, and instructor. Student risk is defined by the college as a student who is at higher than normal levels of risk for not persisting to completion of courses or not retaining through the next semester of courses. At risk students are those who are receiving a D, an F, or have withdrawn from a course. Student risk data is developed each semester and serves as foundational information for Early Alert efforts, active intervention, course and program evaluation, and for institutional effectiveness. Student risk data is widely used by academic leadership and individual faculty as they seek to improve student outcomes across campus. Although there is no specific benchmark target for student risk, the college considers an overall institutional risk rate of 30% to be a realistic objective. [NMJC semester-by-semester outcomes since 2008](#) have shown marked improvement with the most recent report for the spring 2014 semester showing a rate of 27.2% down from 33-34% in 2008.

It is worth noting that NMJC, as a majority minority institution, is particularly sensitive to the issues

and opportunities presented by a diverse student population. The student risk data allows for a deep exploration of student performance across a range of demographics and modes of delivery. [Major differences in outcomes](#) are seen in student socio-economic status (low income students at NMJC tend to be first generation college students), in mode of delivery (students in online courses are at a higher level of risk), and in student enrollment status (part time students are at a significantly higher level of risk).

Response to 4.C.2

NMJC gathers and reports information on student retention, persistence, and completions across a range of reporting venues including IPEDS, the State of New Mexico Higher Education Department, on the [college website](#), in reports to the governing board, and in [internal reports to faculty, departments and academic Deans](#). NMJC's Athletics Department [regularly collects](#) and [reports data](#) related to the [success of student athletes](#).

Response to 4.C.3

The college regularly evaluates and intentionally uses data on student retention, persistence, and completion of programs to improve educational programs, learning support, and student support services.

As described in Core Component 4.C.1, NMJC academic leaders and faculty routinely utilize student success/risk data to evaluate courses, modes of delivery and student/instructor engagement. Institutional level results suggest [improvement in student risk since 2008](#) when the data became widely used on campus.

Evidence of how research on student success, persistence and retention is used to make improvements in educational practices and policies is demonstrated in the work to evaluate and improve developmental education (transitional studies) programs on campus. Beginning with a [“First Look Report” in 2010](#) prepared by the Office of Institutional Effectiveness, campus academic leaders and faculty began a dialogue concerning program effectiveness and how student outcomes could be improved in developmental studies. [In 2013, a comprehensive report along with active recommendations](#) was developed by a cross-divisional working team composed of faculty, student services staff, and academic leaders. The most recent process change implemented as a result of these studies was the new assessment and placement policy for student placement in developmental studies. The new process no longer uses testing results as the exclusive criteria for placing students. The [new model uses a combination of student test scores and high school grades](#) consistent with the research developed at Columbia University by Dr. Judith Scott-Clayton. First semester results for the pilot cohort are encouraging (of fourteen students placed using the new model, thirteen by-passed transitional studies and passed mainstream courses and remained enrolled for the next semester; one student dropped out of college entirely).

Further evidence of how student success data are used to evaluate program requirements and co-curricular requirements is found in the decision to require students who take developmental courses to take the College Success class in their first semester. Data indicated that developmental students who did not take College Success were 60% successful in their developmental courses. That figure rose to over 80% if the students took College Success in their first semester. The campus Curriculum/Academic Standards Committee reviewed these data and made the decision to adopt the co-requirement for all students taking transitional courses.

Yet another example of how data on student success and persistence was used to improve programs

can be found in the study of dual credit programs at two area high schools. [Research from the Office of Institutional Effectiveness](#) demonstrated that college enrollment at two area high schools dramatically increased if the high school students took dual credit courses while still in high school. In 2010, at Hobbs High School 62.1% of the senior class went on to college. That figure rose to 80% if the student had taken even one dual credit course while at Hobbs High. At Lovington High School, in 2011, 55% of the senior class went on to college. That figure rose to 81% if the students had taken even one dual credit course. These data have been used by the high school academic leaders and NMJC academic leaders to expand dual credit offerings and encourage continued engagement by area high school seniors. As a result, even as overall college enrollment declined, dual credit enrollment remained stable over the past four years.

Response to 4.C.4

NMJC uses sound methodology to ensure that measures of student retention, persistence, and success are commonly defined and can be easily compared to data from comparative institutions. Core methodologies and definitions are derived from the Integrated Postsecondary Educational Data Survey (IPEDS). Student risk and success is defined in accordance with prevailing literature and common practice. In future months, the college will be joining the National Community College Benchmark Project as a means of further developing common measures that can be more easily compared to results and outcomes from other colleges. Measures reported at the state level in New Mexico adhere to common definitions established by working groups of presidents and chief academic officers.

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- Transitional Placement Model - August 2014

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The college is firmly committed to continual improvement of all educational services and programs. NMJC assesses student learning and outcomes across all modes of delivery and student types. In 2005, the PEAQ evaluation identified assessment of student learning as a weakness at NMJC. In response the college, led by the faculty, has risen to this challenge and has developed a comprehensive process for assessment of student learning. This process has not been static. The recently refined process emerged over a decade-long “assessment of assessment” as the college worked to assess student learning in a valued and valuable way. The updated process described in this argument is gaining widespread faculty support and is demonstrating that faculty-led efforts to improve student success, learning outcomes, and student engagement can and do make a significant difference at NMJC.

Also noted in this argument, NMCJ is extremely pleased with the results of the enhanced tutoring services that are provided in the Academic Success Center and in the classroom. At the same time, the college recognizes that the process for Program Review, while continual, has been less than effective and inconsistently managed. A new practice has been developed and the college is committed to full implementation of the process and utilization of the resulting data in meaningful evaluation of program effectiveness and resource allocation.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Response to 5.A.1

Fiscal Resources

NMJC has the fiscal resources necessary to support and sustain effective operations of the college. The college receives revenue from a [variety of sources](#) including local property taxes (17.4%), local oil and gas tax revenue (37.8%), tuition and fees (9.5%), and state appropriations (15.3%). Unlike other state supported community colleges, appropriations from the State of New Mexico do not form the largest portion of annual funding. NMJC revenues rely heavily on local sources of funding that may vary significantly over short periods of time. This volatility is due to the nature of the local energy industry which forms the basis of the local economy.

In order to better manage the budget process, NMJC financial leaders have developed a sophisticated [process for projecting revenues over a multi-year period](#). Effective management of college finances depends on accurate projection of revenues that have, historically, varied widely.

NMJC has [consistently developed balanced budgets, grown college reserves](#), and operated in a fiscally responsible manner. [College finances are independently audited each year](#), and the college has received unqualified audit opinions each year [documents from [FY2012](#), [FY2013](#), and [FY2014](#)].

Human Resources

The college has sufficient human capital (resources) to support and sustain educational programs and

support for student success. NMJC has 71 full time faculty members and over 85 adjunct faculty. The [college organizational chart](#) documents the structure of educational services, student support services, and other nonacademic infrastructure at NMJC. Key components of the campus human resources infrastructure include faculty, student services functions, the Pannell Library and professional library staff, full time staff support and help desk support for online students, campus security and safety, administration and fiscal management, technology support, community engagement, and workforce training.

Physical resources

The New Mexico Junior College Campus is one of the college's finest and best managed resources. In 1965, the college founders envisioned a campus that would be efficient, environmentally sensitive, scalable, and a point of pride for area residents. Substantial local support, in the form of dedicated property taxes and oil and gas tax revenue, was established to ensure that the campus would have the necessary funding to not only grow but be maintained at a high level.

College leaders and staff understand that the NMJC campus is literally a public trust that has been given to their care.

The main campus has over 110,000 sq. ft. of classroom space, over 67,000 sq. ft. of lab space, over 61,000 sq. ft. of office space for faculty and staff, 18,000+ sq. ft. of dedicated study space, two student apartment buildings, two dormitories, and a wide range of special and general use space for a [total of 547,000 sq. ft. operating space](#).

The campus [Master Plan](#) details current and future plans for maintaining and renovating space to ensure that buildings and facilities remain in top condition. NMJC is the only public college in New Mexico that does not have a backlog of building repair and replacement projects.

Technology Resources

NMJC has a strong IT infrastructure to support student learning and college operations. The campus Information Technology Department (IT) is responsible for developing and maintaining the college technology systems. The IT department works from a [strategic IT plan](#) that has been recently updated. The college [allocates sufficient funds each year](#) to maintain and upgrade campus IT hardware and software.

The IT department currently operates 65 smart classrooms, 23 computer labs, and serves approximately 850 workstations on campus. IT on campus is supported by approximately 50 physical and virtual servers running Windows or Linux systems. The bandwidth backbone is built on a 1 gigabit connection to the Internet, a 1 gigabit connection between buildings on fiber and a 100 megabit connection in buildings to desktop units. Also, all main buildings on campus including student living units are served by wireless (WiFi) connectivity that is available to students, staff, and guests.

Key software applications include Banner systems for managing campus operations and student data, email, webserver software and ELIN applications. Online courses are offered using the Canvas platform.

The Lea County Distance Education Consortium ([LCDEC](#)) is the partnership between NMJC, all area high school districts, and Eastern New Mexico University. Managed by NMJC, the consortium operates 9 smart classrooms with ITV capabilities on the NMJC campus and 6 ITV classrooms in area

high schools. Each ITV classroom in the high schools also function as computer labs with 15-34 computers per lab. LCDEC operates its own server and manages 1 Polycom RMX2000 and 2 Polycom RSS4000 units for ITV broadcast, scheduling, and recording. All ITV classes are recorded and are available to students through on-demand streaming.

Students, staff, and faculty access online services through the T-Bird WebPortal. The portal allows single sign-in access to Banner, e-mail, and other services.

Response to 5.A.2

NMJC maintains a strong focus on educational programs and academic support. Since 2007, thanks to sound fiscal planning and focus on educational priorities, the college has substantially increased expenditures on instruction and academic support even as revenue from state funding has plummeted. [In this eight year period](#), state funding declined 32.3% and allocations for instruction and academic support increased 31.5%.

Response to 5.A.3

The college goals and mission are realistic in light of the institution's capabilities and available resources. The current Strategic Plan identifies the [objectives of the college](#):

1. Student Success – NMJC will improve the quality of student success and engagement across all segments of the student population regardless of credit-bearing status.
2. Communications – NMJC will increase awareness of college programs, activities, opportunities, and accomplishments within the public, among internal members of the campus community, and within all K-12 communities within our region.
3. Resource Management – Particularly during this extended period of state financial instability NMJC will focus on efficient management of resources including special efforts to develop new sources of funding.
4. NMJC as a Learning Organization – The college will engage in programs and activities designed to support development of NMJC as a Learning Organization with the goal of creating an operating culture focused on continuous improvement of all programs and activities.
5. Leadership and Faculty – In recognition of the impending turnover in executive leadership and the ever-present need for maintaining high quality faculty, NMJC will engage in specific programs and activities designed to attract, develop, and retain experienced professional leadership and highly competent professional faculty.
6. Educational Quality – NMJC academic leaders, working closely with faculty, will develop and implement a focused effort to evaluate course content and instructional effectiveness with the goal of continuing to improve course quality across all delivery mediums and on an ongoing basis.

Response to 5.A.4

NMJC employees have the requisite training and qualifications for their respective positions. Faculty qualifications are detailed in Core Component 3.C.2. The college Human Resources Office has established processes for identifying the necessary qualifications for various positions, for advertising openings to diverse populations, and for facilitating thoughtful and comprehensive screening processes for all position levels. NMJC staff who participate on hiring committees must undergo training in best practices for hiring and in current NMJC employment policies. This training is documented in a [training handbook](#) for all committee members. Hiring committees review applications prior to interviews to determine that candidates meet or exceed required qualifications.

Only qualified candidates advance through the interview process.

The college encourages and supports professional development of staff and faculty. Faculty regularly engage in professional development activities as outlined in Core Component 3.C.4. Professional staff have opportunities to participate in local training and frequently have opportunities to attend national and regional training and professional development programs. All faculty and staff may register for tuition-free credit courses at NMJC. Select staff members recently participated in [specialized training](#) for adjudicating discipline issues. [Training for the new Student Hearing Committee](#) process was provided by a third party expert.

[All faculty and staff](#) are required to engage in [annual training](#) concerning campus safety, sexual harassment, Title IX, and FERPA. Campus safety staff provide [annual training related concerning emergency preparedness](#), active shooter, and personal safety.

Response to 5.A.5

The college budget process (detailed in Core Component 5.C.3) is transparent and actively engages all campus stakeholders. In addition to regular monitoring of expenses, the college finance leaders also carefully monitor revenues due to the volatile nature of the funding streams. [Operating departments have access to real-time budget data](#) through the Banner information system. Detailed expenditure, revenue reports, and a report of actuals vs. budget are presented to the governing board each month in public session. All [monthly finance reports](#) are published on the college website as part of the monthly report of board activities.

In addition to the monthly reporting of revenues and expenses against budget, the college submits a [Fiscal Watch report to the State of New Mexico](#) in each of three quarters and then commissions an independent audit in the fourth quarter.

All department managers have access, through Banner, to detailed expenditure reports on a daily basis. These reports are detailed against existing budget and inform managers when expenses are running outside of budget parameters.

Sources

- College organizational chart
- Department Budget Reports
- Emergency Preparedness 3
- Evidence - Audit pages showing revenue sources
- Evidence - Budget revenue projections
- Evidence - Campus IT expenditures
- Evidence - Campus space allocation
- Evidence - Fiscal Watch and finance ratios
- Evidence - Monthly finance reports to governing board
- Instruction Expenses vs State Funding
- LCDEC Annual Maddox Report 2013
- Mandatory Annual Training for all staff and faculty
- NMJC 2013-2014 IT Plan - Rev 31
- NMJC FY2012 Audit
- NMJC FY2012 Audit (page number 8)
- NMJC FY2013 Audit

- NMJC FY2013 Audit (page number 6)
- NMJC FY2014 Audit
- NMJC FY2014 Audit (page number 6)
- NMJC Hearing Board
- NMJC Hearing Board Training
- NMJC Master Plan 2005
- NMJC Strategic Plan 2010-2016
- NMJC Strategic Plan 2010-2016 (page number 9)
- Sample pages from Training Handbook for Hiring Committee
- Training Report

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Response to 5.B.1

The NMJC governing board is knowledgeable about the institution, institutional operations, and provides effective oversight of college finances, operations, and academic practices. The Board meets monthly in public session. [All Board members receive a packet of briefing material](#) along with the meeting agenda prior to each session.

The governing board meets its legal and fiduciary responsibilities through development of specific policies that guide and govern the operation of the college, delegation of specific responsibilities to the President, [holding the President accountable through regular evaluations](#) and active monitoring of key operating data.

How the Board reviews institution finances is detailed in Core Components 5.A.5 and 5.C.3. Additionally, the Board receives a monthly report, in open session, from the President. Academic leaders, faculty, and staff routinely address the Board and present information concerning academic programs and activities.

Periodically, members of the governing board and the President engage the services of a facilitator from ACCT (the Association of Community College Trustees) for the purpose of board training, discussion of board roles and responsibilities, and in setting goals for the board as a group.

Board practices and policies are detailed in the board adopted [Policy Manual](#).

Response to 5.B.2

NMJC has policies and practices that engage all internal constituencies in institutional oversight and governance.

The college maintains a [core of standing committees](#) that have key responsibilities for operational oversight of instruction areas, student affairs, and staff welfare. Committee membership is intentionally designed to include appropriate representation from all relevant internal stakeholders. Each committee operates with Terms of Reference which describe a framework of committee

responsibility and authority. All internal constituencies are regularly involved in strategic planning processes and master planning processes.

In [2012, the college conducted the Noel Levitz College Employee Satisfaction Survey](#). The survey was well received and enjoyed an 83% response rate among faculty and staff. It is significant to note that NMJC faculty and staff responded with higher levels of satisfaction on every question when compared to the national cohort. When asked their top priorities for the college, faculty and staff responded 1) retain more students to graduation, 2) increase college enrollment, and 3) improve the quality of existing academic programs. The top three attitudes reported were 1) my work is valuable, 2) I am proud to work at NMJC, and 3) I know where to go when I have an issue. Results of the survey serve as evidence that the college staff and faculty consider themselves to be knowledgeable and engaged in campus direction.

NMJC staff and administrators participate in institutional governance and oversight through committee participation and through the college strategic planning and budgeting processes. The Administrative Cabinet is a central coordinating group that includes representatives from all key operating areas. The [central purpose of the Cabinet is to ensure strong lines of communication](#), cross-divisional coordination, and regular review of issues and opportunities.

Faculty members participate in instructional governance and institutional oversight through a variety of standing committees and Faculty Senate. Faculty members are strongly represented on key committees including Academic Standards and Curriculum, Diversity, the Student Learning Outcomes and Assessment Committee (SLOAC), the Student Alcohol and Drug sub-committee (a sub-committee of Campus Safety), the Employee Benefits and Welfare Committee, and the Student Completion, Graduation and Retention Committee.

Evidence of instructional leadership by the [Faculty Senate is the new 48-hour Withdrawal process](#) designed by the faculty. The goal of the new process was to create a mechanism for faculty to engage students who are seeking to withdraw from a particular class. In 2012, the Faculty Senate adopted a resolution asking for support of the new process. Faculty members worked with Student Services personnel and IT personnel to design the necessary support systems. Under the new process, students seeking to withdraw from a class are placed on a 48-hour hold and the individual course faculty members are then responsible for contacting the student to determine the nature of the issue and to see if the student can be retained successfully in the course. The results of the new faculty-led activity are very positive. Prior to the faculty-initiative, the average course withdrawal rate was 14.5%. When the new program began, [the withdrawal rate immediately fell to 10.4% and the average withdrawal rate for the last three semesters is 9.6%](#).

Student views and needs are routinely evaluated through the Noel Levitz Survey of Student Satisfaction, the Community College Survey of Student Engagement (CCSSE), on campus focus groups, informal meetings with staff in residence halls, and through student organizations such as Campus Ambassadors, Mu Alpha Theta, Phi Beta Lambda, Phi Theta Kappa, and Skills USA.

Governing Board engagement is detailed and supported by evidence in 5.B.1.

Response to 5.B.3

Administration, faculty, staff, and students are actively engaged in reviewing and setting academic requirements, operating policies, and in evaluation of operating processes. Detailed examples of the various methods of engagement such as committee participation, focus groups, and surveys are detailed in responses to Core Components 5.B.1 and 5.B.2.

Sources

- Admin Cab 020915
- August 20, 2015 Meeting Minutes and Board Briefing Material
- College Standing Committees 2014-15
- Faculty Senate Retention Proposal Response -2
- NMJC Employee Survey Results - April 2012
- Policy Manual with Compiled Edits - July 2011
- Policy Manual with Compiled Edits - July 2011 (page number 32)
- Withdrawal Rates

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Response to 5.C.1

The NMJC Mission and institutional priorities drive all decisions concerning allocation of resources. College resources – money, people, and time – are carefully aligned with programs and activities that directly support the Mission and priorities of the institution. The key goals and objectives of the Strategic Plan are the [beginning point for each annual budget process](#).

The college's highest priority is the Mission of providing academic programs and curriculum to students. At a time when state funding for public institutions is declining (state funding has declined 32% for NMJC) in New Mexico (as it is in other states), [NMJC has actually increased funding \(+32%\) for instruction and academic support](#). Effective management of institutional finances has enabled the college to maintain and increase key academic expenditures even in the face of declining state revenue.

NMJC is a significant partner in local economic development activities. As the key provider of professional and workforce training, the college has allocated resources in support of this role. Beginning with creation of a new operating division, Training and Outreach, in 2005, the college has moved aggressively to meet the non-credit training needs of area companies. Further, the college is seeking to meet the training and professional development needs of the existing workforce in support of workers seeking to increase their personal earning power. As of 2014, [NMJC workforce and training activities have become the largest in the state](#) eclipsing all other community colleges in New Mexico including those located in the Albuquerque and Santa Fe metropolitan areas (areas with population fifteen times the size of the NMJC service area). The New Horizons Foundation (detailed in Core Component 5.C.3) is further evidence of NMJC's commitment to meeting its mission through support of advanced education and economic development.

Response to 5.C.2

The college budget and planning processes are all data driven. In addition to data on enrollment, operations, the operating environment and student services, NMJC planning processes take critical student performance and attitude information into account when evaluating operations and making

plans for the future.

Sources of key data include routine program reviews, the [strategic planning process](#), the campus [Master Plan](#), external data from [Economic Modeling Systems \(EMSI\)](#), [IPEDS benchmarking data](#), the [Noel Levitz](#) Survey of Student Satisfaction, the Community College Survey of Student Engagement ([CCSSE](#)), and [student outcomes](#) detailed to the course and instructor levels.

Data from these sources is linked through a variety of processes and systems including meetings of the Academic Cabinet, the President's Cabinet, meetings of various standing committees, leadership development sessions, meetings of the Faculty Senate, regular in-service meetings for all faculty and staff each semester, and the college website.

Beginning a little over five years ago, the Office of Institutional Effectiveness developed a series of reports related to [student success/risk for all classes](#) (see Core Component 5.D for examples of these data). Data from this analysis allows the college to evaluate overall student success in individual courses, by instructor, and by department. These data are further analyzed by key demographics including student ethnicity, age, gender, socio-economic status (SES), and other key descriptors. When these data from student success were linked with information from the Noel Levitz Surveys and the CCSSE surveys, it was determined that the college had specific challenges in the area of student engagement and in course persistence.

An excellent example of how these data linked and were then used to drive a faculty-designed program to improve student course persistence occurred in the spring 2012 semester. Faculty members, through the Faculty Senate, began discussing how they might be able to reduce student withdrawals and, correspondingly, increase student persistence to the end of courses. The Faculty Senate developed and recommended a new program requiring students to wait 48 hours after initiating a request to withdraw from a course. During this time, individual faculty members would be notified of the request and would be responsible for engaging the students in a dialogue. The objective would be to keep the student in the course. The positive results of this faculty-designed process are significant. [The overall course withdrawal rate has dropped from an average of 14% to 10% with the withdrawal rate below 10% in each of the last three semesters.](#) The impact of this process has been hundreds more course completions per semester and thousands more credit hours completed for students each semester. And the process began with a review and debate of student outcomes.

Response to 5.C.3

NMJC engages in regular, comprehensive strategic planning. The strategic planning process takes place every five years with the end result being a written plan that serves to guide strategic and operational activities for the ensuing period. The most recent cycle of strategic planning took place in 2010. Unlike previous plans which covered a five year period, the 2010 plan was developed for a six year period so that the college could go through the HLC accreditation process and 2015 and then enter the new planning cycle. Previous plans of the current generation were developed in [2002](#), and [2005](#).

The strategic planning process at NMJC includes the entire institution, a wide range of internal stakeholders, and external stakeholders. [The four month process](#), which began in August 2009, is detailed in the [2010-2016 Strategic Plan](#).

The college Strategic Plan is just one part of a three-part planning process.

The [current campus Master Plan](#) was developed and adopted in 2004/2005. The process for

developing the plan included public meetings across the college service area, meetings with community leaders, and internal meetings with all campus stakeholders. Just as the Strategic Plan focuses on operations, academic programs, and resource allocation, the Master Plan focuses on management of current physical resources and plans for development of future facilities needed to meet objectives of the college.

The third part of the planning process involves development of the annual operating and capital expenditures budget. The beginning point for the annual budget process is a review of the Strategic Plan and the Master Plan to identify current and forthcoming priorities. The annual budget is developed with input from each academic and operating area on campus. Once a draft budget is prepared, the proposed allocations are reviewed with the staff and faculty leadership from each area on campus. [The budget is the presented to the governing board at an annual budget workshop](#). Board members receive a [detailed briefing of current and external data related to college operations](#) and local communities, a virtually line-by-line review of the budget, a detailed discussion of how the revenue is projected, and a detailed discussion of how changes in the budget were suggested based on objectives in the Strategic Plan and the Master Plan.

The core principle of planning activities at NMJC is alignment: alignment of resources to strategic objectives and needs of the physical plant, alignment of the plans for the physical plant with the strategic plans, and alignment of the programs and activities with the strategic direction of the college. Each of these planning processes – strategic, physical plant, and finance – involve a wide range of external and internal stakeholders, and all planning activities are conducted with emphasis on transparency to all stakeholders.

Response to 5.C.4

When it comes to planning for resources, NMJC is very conservative. The good news for NMJC is that the college is located in the Permian Basin. The college enjoys substantial financial support from the region in the form of oil and gas tax revenue and local property taxes. In addition to these main revenue sources, the college receives funding from the State of New Mexico. These strong sources of revenue have allowed the college to maintain very competitive, even low, tuition and fees for students while maintaining a strong program of academic and service activities.

The bad news is that the college is located in the Permian Basin and a large part of the revenue is based on the price of oil which is very volatile. Since the mid-1980's when the price per barrel of oil bottomed at \$9 per barrel to recent years which saw oil at \$140+ per barrel, the roller coaster of oil prices routinely drives revenue at the college. Currently, oil is selling in the \$40+ per barrel range. Wide swings in local oil prices drive wide swings in local revenue and have dramatic impact on funding from the State.

Under the leadership of the Vice President for Finance and the President, the college has adopted a successful strategy that has proven crucial to developing budget projections that are realistic, achievable, and not overly sensitive to the wide fluctuations in the price of oil. The key to successful management of a revenue base that is anything but stable is to project revenue conservatively and resist the pressure to use variable revenue to support recurring operations. Throughout a turbulent period of unstable oil prices, the [college has maintained strong reserves](#) equal to roughly half of the annual operating budget.

An important story to tell with regards to managing finances through periods of volatile revenue is how NMJC focused on compensation for faculty and staff. During the period 2008-2013 the State of New Mexico did not provide any pay increases or cost of living increases for state funded workers.

Yet, during this same period, NMJC was able to provide one-time extra compensation to all faculty and staff. These one-time payments occurred annually, even during the years when other state employees were not receiving any additional compensation. During this same period, NMJC made a specific effort to increase average faculty compensation. The college participates in an annual survey of salaries conducted by the Mountain States Community Colleges. According to the salary survey, in 2005-06 the average NMJC faculty salary ranked 32nd out of 39 institutions, well below the median and average for the region. Based on that data, the college leadership determined the need to raise the average faculty salary to a more competitive level. By 2008-09 the college had risen to 26th out of 39, still below the median and average faculty salary. [By 2013-14, the average NMJC faculty salary ranked 12th out of 39 colleges reporting, above the median and average faculty salary for the region.](#) It is important to note that these changes came at exactly the time when state revenue and college revenue were down and institutions around the state, NMJC included, were taking budget cuts. Conservative fiscal planning, focus on key strategies, and an emphasis on faculty allowed NMJC the opportunity to positively move faculty salaries. While other institutions were drastically cutting expenses, NMJC was able to sustain ongoing compensation and implemented a structured increase for faculty.

The annual budget process begins with a careful review of economic conditions that affect college operations and finances, careful evaluation of enrollment trends, and expectations concerning state financing. As a result of this careful planning and management of resources, the college has operated with fiscal responsibility, maintained strong adherence to planned budgets, and has developed strong reserves.

Response to 5.C.5

NMJC planning, on all levels, routinely takes into account changes in technology, shifting demographics, and globalization. Some of the most exciting recent developments for NMJC have come as a direct result of these factors. For example, Lea County, New Mexico is home to the \$3 billion uranium enrichment facility run by Urenco, USA. Partnership with Urenco has led NMJC to develop the first online AAS and certificate program for nuclear technicians in the world. This leading academic program, funded in part with grants from the Nuclear Regulatory Commission (NRC) has led to an academic/training partnership with Lockheed Martin, a global technology company.

The [New Horizons Foundation \(NHF\)](#) is a partnership between NMJC and Lea County government. New Horizons Foundation (NHF) is based in the energy-focused Permian Basin region with offices on the NMJC campus and Washington D.C. NHF has working relationships and partnerships throughout the energy industry and with federal labs throughout the U.S. These relationships are available to companies seeking growth opportunities. Serving as a technology intermediary, NHF provides entrepreneurs and businesses access to technology, technology adaptation & testing capability, design expertise, prototyping, manufacturing & field testing capability.

With the [support of industry and regional partners](#), under an exclusive Master “Cooperative Research & Development Agreement” (CRADA), NHF works with the Department of Defense (DOD) and federal labs to source and establish technology development and transfer agreements with private industry. NHF activities focus on oil and gas technologies, advanced materials, environmental technologies, and advanced manufacturing.

Another example of how NMJC planning anticipates changes in technology and the impact of changes in the broader educational environment was the college’s early move into distance education and online education. The [Lea County Distance Education Consortium \(LCDEC\)](#) is a long standing partnership between all area high school districts, NMJC, and Eastern New Mexico University. Long

before the State of New Mexico began placing a priority on dual education and funded dual education courses, the LCDEC was delivering high quality dual credit opportunities to rural high schools in Lea County using a robust interactive television system (ITV). In 2004/2005, NMJC move aggressively to develop online delivery of courses and quickly became a leader in the region in this regard. Today, almost 50% of NMJC credit hour delivery comes through these two systems (18% dual credit and 33-35% online).

Development of all of these opportunities began as part of NMJC's comprehensive planning processes.

Sources

- April 2013 Board Planning Update
- Board Budget Work Session 2014
- Board Budget Work Session 2014 (page number 2)
- Evidence - Fiscal Watch and finance ratios
- FY2014-15 Workforce Funding Document
- Instruction Expenses vs State Funding
- IPEDS 2014 Data Feedback Report for NMJC
- LCDEC History and Review
- Mountain States Data
- New Horizons Foundation
- New Horizons Partners and Agreements
- NMJC CCSSE 2013 Key Findings
- NMJC Master Plan 2005
- NMJC Master Plan 2005
- NMJC Strategic Plan 2002-2006
- NMJC Strategic Plan 2005-2010
- NMJC Strategic Plan 2010-2016
- NMJC Strategic Plan 2010-2016 (page number 6)
- Noel Levitz 2012 Survey of Student Satisfaction
- Sample EMSI Economy Report
- Student Risk 08-14
- Student Risk at NMJC - August 2015
- Withdrawal Rates

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Institutional Effectiveness is engaged in all aspects of college operations and has direct lines of communications with all operating areas. The office maintains a robust portfolio of annual reporting measures, benchmarked surveys, and special research projects. The office serves as a central coordinating point for data development, data sharing, cross-divisional communication, and for quality improvement efforts. Details of many of these reports and activities are set forth in the responses to Core Components 5.D.1 and 5.D.2.

An important college value is transparency. The [college website, under the Institutional Effectiveness tab on the front page, provides a wide range of reported data](#) going back many years. These data and reports are available openly to internal and external constituencies. Faculty, staff, students, and members of area communities have open access to college financial data, accreditation reports, assessment of student learning, strategic planning, and results of the benchmark surveys (Examples of surveys and reporting of results: [Noel Levitz Employee Survey](#), [Report to Governing Board](#) for Noel Levitz 2012 results, and 2010 Noel Levitz [Survey of Online Students](#)).

Response to 5.D.1

NMJC documents evidence of performance in academic and non-instructional programs across all divisions. The new ARGOS reporting software supports development of a wide range of operating reports based on information in the Banner data system. Standing reports are available in ARGOS for Finance, Financial Aid, Housing, HR/Payroll, and Student Support. New reports and functionality are being added monthly. These operational reports are available to campus leadership for oversight and are available at the departmental level for day-to-day management and oversight of operations.

The college has a strong commitment to benchmarking against external organizations and comparative cohorts of colleges. IPEDS cohorts are routinely used to evaluate key measures including cost of attendance, enrollment, graduation rates, and other key operating data. NMJC annually participates in the Annual Salary Survey of the Mountain States Association of Community Colleges for the purpose of tracking faculty and staff salaries. Results from these surveys have driven efforts to improve faculty salaries over the past ten years (see Core Component 5.C.4 for evidence of how these salary data were used to make changes in compensation for faculty). The college participates in the Noel Levitz Survey of Student Satisfaction and the Community College Survey of Student Engagement. Each of these surveys is administered on a three year cycle allowing for tracking of institutional outcomes and performance over time. In addition, the college has participated in the new Survey of Entering Student Engagement (SENSE) and the Noel Levitz Employee Satisfaction Survey. NCLEX results allow for comparison on NMJC nursing student outcomes to regional and national results. See Core Component 4.B.3 for a detailed example of how the college used NCLEX learning outcomes data to map curricular changes that improved NMJC nursing outcomes and moved the

program into the top 10% nationally.

The Office of Institutional Effectiveness (OIE) has developed a number of internal and external reports including annual reports of student risk (student risk reports are presented across a range of variables including [student ethnicity](#), [Pell status](#), [instructor](#), and [individual course](#)), benchmark reports to the New Mexico Independent Community Colleges, IPEDS, and annual planning reports to the governing board, among others. The OIE also prepares, upon request, key studies for individual departments and operating areas that are then used to change and improve operations. Examples of recent studies include an examination of admissions criteria for nursing students, review of welding enrollments, dual credit outcomes, high school transfer studies, evening course alignment, reading outcomes, transitional studies outcomes, evaluation of the College Success course, and many other unique studies.

The college administrative and finance leadership develops regular reporting of college finances and operations that are presented to the governing board and to the Higher Education Department of the State of New Mexico. College finances are audited annually by an independent accounting firm. Through all the years of audits, the college has never received a qualified report.

Although the governing board receives routine reports of activities including a detailed annual report of operations and outcomes, work is underway to respond to a board request for a dashboard of Key Performance Indicators (KPI) which will further facilitate timely tracking of institutional performance. Additionally, although the college has a substantial number of internal operating reports, many of these non-instructional reports are not benchmarked against external organizations. A decision was made two years ago that NMJC would join the National Community College Benchmark Project following the 2015 accreditation process. Joining this national consortium will afford the college the opportunity to benchmark non-instructional operating results against results from other two-year institutions.

Response to 5.D.2

The college leadership, faculty, and staff are firmly committed to using information from ongoing operations as the foundation for improving future performance. Evidence in support of this commitment include:

- Recent implementation of Who's Next software in Student Services to track effectiveness of the registration process
- Revision of nursing curriculum and teaching (see Core Component 4.B.3 for details),
- Use of [Noel Levitz data by Student Services to identify shortfalls](#) in delivery of positive customer service
- Use of CCSSE ([2010](#) and [2013](#)) and Noel Levitz data ([2012](#)) to inform a multi-year professional development project for faculty
- Revision of the Early Alert Program (see Core Component 4.A.4 for details)
- Implementation of Degree Profile Project recommendations (see Core Component 4.A.1 for details)
- Implementation of a new placement policy for transitional studies (see Core Components 3.D.2 and 4.C.3 for details)

NMJC takes pride in having earned a reputation for leadership and innovation. CCSSE leadership recently invited NMJC to join only the second national cohort of the High Impact Practices Institute. Two years ago, NMJC was invited by the Commission to join the third Pathways Cohort. The third Pathways cohort was formed to evaluate the Lumina Foundation Degree Qualifications Profile (DQP)

as a quality improvement project.

The DQP project is an excellent example of how the college uses information to evaluate and drive changes in programs. The [six month DQP activity identified the college business program](#) as falling short of student and community needs and expectations. Using data from the DQP project, academic leaders working with business faculty have reviewed curriculum, evaluated course outcomes, and placed renewed emphasis on business curriculum as a key part of the academic portfolio. Although it is too early to fully evaluate outcomes of the changes, initial results suggest an improvement in student success at the individual course level which, in turn, is driving student course persistence and student retention.

Student Services recently installed Who's Next software designed to track the registration process, time on task, and student flow. Information from this system is allowing Student Service staff to better coordinate student case information, to better understand how to improve various stages of the registration process to reduce student time to complete paperwork, and to document specific needs of individual students. The Who's Next software is in direct response to Noel Levitz data suggesting a decline in student satisfaction in key areas of Student Services, including registration and advising.

[CCSSE](#) and [Noel Levitz data](#) identified key weaknesses in the area of student engagement. Based on these data, which were first identified four years ago, the college professional development team brought in nationally recognized experts in student engagement to work with faculty members. Student engagement workshops have been conducted on campus in three out of the last four years and an expert in faculty development was brought to campus to work with the academic deans. In 2010, NMJC efforts in improving student engagement were recognized by NISOD. NMJC faculty and the Office of Institutional Effectiveness were asked to present a national webinar entitled "A Change for Good: Using Student Engagement techniques to Transform Student Success" Although modest, [positive results are starting to emerge in overall student success/risk](#) reports prepared by the Office of Institutional Effectiveness.

Over the past ten years, the Office of Institutional Effectiveness (OIE) has been tasked to a leadership role in helping the institution become a learning organization. In addition to simply gathering data and ensuring that the college meets all reporting requirements, the OIE has become far more active in policy conversations, discussions of institutional effectiveness, and in working with faculty to evaluate and monitor teaching and learning outcomes. Within the past two years, the OIE has begun to actively document conversations across campus concerning teaching, excellence, and high impact practices. This document has taken the form of the [Campus Conversation](#) white paper which is being used to help guide ongoing work concerning assessment, evaluation of practices, and planning for future improvement. This document is becoming a key tool used by the OIE to identify gaps and opportunities in teaching and learning processes on campus.

One area NMJC has identified as a weakness is in graduate follow-up. Although the college tracks students as they transfer to other institutions, the college has yet to implement consistent processes for tracking graduates, determining graduate satisfaction, and plans for future education. The Degree Qualifications Profile Project gathered a substantial amount of qualitative data from area employers concerning their satisfaction with NMJC students and graduates. These data have been gathered into a final report and shared with academic leadership across campus. The Office of Institutional Effectiveness is committed to working with the NMJC Foundation to develop a stronger program of graduate follow-up.

Sources

- 2012 NMJC Employee Satisfaction Survey Results
- 2012 Noel Levitz Summary Comments
- Conversations - Excellence and High Impact
- NMJC 2010 Noel Levitz Survey of Online Students
- NMJC CCSSE 2010 Key Findings
- NMJC CCSSE 2013 Key Findings
- NMJC Degree Profile Final Report July 2013
- Noel Levitz 2012
- Noel Levitz 2012 Survey of Student Satisfaction
- Risk by Instructor - Ethnicity of Student (1)
- Risk by Instructor - Ethnicity of Student (2)
- Risk by Instructor - Student Status
- Risk by Pell Status
- Sample Index of Reports Available on Website
- Student Risk at NMJC - August 2015

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

NMJC has presented a pattern of processes and evidence demonstrating alignment with the objectives set forth in the Core Components of Criterion 5. The college effectively aligns resources with strategic plans and objectives. NMJC faculty and staff routinely monitor key outcomes to ensure that the college is meeting its mission and is serving students and communities. Data is used to inform efforts to improve educational quality, program relevance, and meet future opportunities.

A fundamental objective of the college strategic plan is to have NMJC develop into a learning organization. Development of a robust Office of Institutional Effectiveness has been a central part of this effort. Over the past ten years, the OIE has grown beyond reporting and presenting data to become an office focused on providing analysis, evaluation of practices, and identification of new, best practice efforts. There is no doubt that NMJC has yet to become a learning organization in the true sense of the concept. However, there is also no doubt that the college has established clear patterns of defining activities, gathering data on results, and applying analysis of data to improve operations and practices.

Sources

There are no sources.