

New Mexico Junior College - NM

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Introduction

New Mexico's First Independent Community College

Founded in 1965, New Mexico Junior College was the first independent community college in New Mexico authorized by the New Mexico Junior College Act of 1963. Despite being located in the extreme southeastern corner of the state, New Mexico Junior College is widely recognized in New Mexico and West Texas. Known throughout New Mexico simply as "The JC," the college has a long history of strong liberal arts programs and innovative technical and professional training. In the 1990's, The JC led the state in creation of multi-modality dual credit education and in the adoption of ITV-delivered curriculum to remote areas.



The JC is truly unlike any other community college in New Mexico. Visitors to the college are often surprised by the expansive campus, student housing, and sports facilities. Most community colleges in New Mexico are commuter-based and do not offer housing and lack sports with the occasional exception of a rodeo team. The NMJC campus encompasses over 35 buildings, 350,000+ sq. feet of instructional space, two dormitories, two apartment buildings, working oilfield training facilities, and state-of-the-art sports facilities including a newly renovated outdoor track that hosted the 2019 national track championship. The college is home to eleven team sports. JC teams have recorded numerous regional and national collegiate championships including back-to-back-to-back national championships – a "three-peat" – in women's track and field. In fact, no other college or university in New Mexico has come close to matching The JC's record on fields of competition.

Our foundation and a heritage of connection:

The strength and consistency of our performance is rooted in our unwavering commitment to our core values, phenomenal support from our communities, and an experienced, motivated faculty and staff. Over the decades, our Mission has not changed: *New Mexico Junior College, as a comprehensive community college, promotes success through learning.* Our Mission is served by our clear values: *excellence, effectiveness, responsiveness, access, and community involvement.*

The founders of The JC had a vision for the new college. They believed that the college could and should be a place of learning, a source of lifelong learning, a place where community members could gather, and an essential contributor to the local economy.

Our commitment as a place for our community to come together has manifested itself in many ways over the years. Just this past year, JC faculty and staff collaborated with local businesses and industry to put on our 6th annual Pi Day. The six-hour event brought out over 6,000 young students and their families to participate in STEM related activities and demonstrations. Earlier in the year, over 2,000 4th and 5th grade students came to campus for the annual Staked Plains Round-up, a program based on the values and activities of the Old West. Our founders' vision of a campus that is part of the community is alive and well over 50 years since they opened the doors of New Mexico Junior College.

Our region and the challenges of a volatile economy:

The JC serves an area of southeastern New Mexico and west Texas that is roughly the size of the State of Connecticut. Southeastern New Mexico is an integral part of the Permian Basin, the leading producer of oil and gas in the United States. Recent developments in technology have driven oil and gas production in the Permian Basin to levels that have helped make the United States energy independent. When times are good in the oilfield, The JC faces a challenging conundrum. A strong local economy drives down enrollment as students take advantage of an abundance of high paying jobs. At the same time, the college finances become the envy of higher education institutions throughout the country. During the good times, we have access to revenue that is unparalleled in other colleges. During the difficult times, we have increased enrollment and demand for services

just as our finances go down. The formula is relatively simple; as revenue increases, enrollment goes down, and as enrollment goes up, finances decline.

Managing our finances through the peaks and valleys of variable revenue is one of our greatest challenges. Our variable revenue can rise and fall by over 500% in a matter of months. From highs of \$2 million per month to lows of \$400 thousand per month, our financial managers are tasked with maintaining our academic services and facilities at a high level despite fluctuation in income. Within the past five months, we have seen yet another graphic example of how oil prices can change dramatically. In January 2020, oil prices were over \$60 per barrel. In May 2020, the price per barrel has dropped to \$24 (at one point in April, the price actually went negative). Over the coming months, The JC will experience steep declines in monthly revenue yet the immediate impact of declining income will not be felt by the campus community.

From its inception, The JC has remained committed to maintaining low tuition and costs of attendance. Our executive leadership has become adept at managing finances through good times and bad without balancing finances on the backs of students by raising tuition. Over the last ten years, since 2011, in-district tuition has gone from \$32 per credit hour to \$38 per credit hour. The JC currently charges just \$69 per credit hour for out-of-state students, a figure that is lower than the in-district tuition for countless institutions in the region. One result of our tuition rate is the low percentage (less than 5%) of our students who need to take on debt to finance college. The JC Board remains committed to supporting quality educational opportunities at costs students can afford without the burden of debt after graduation.

The JC reflects the diversity of our home, Lea County New Mexico. The majority of Lea County residents are Hispanic (56.8%) and white (32.4%). The same is true for JC students (51.9% Hispanic and 32.4% white). Our elected Board leadership is similarly reflective of the communities we serve. Currently, of seven members, three are Hispanic, one is African American, and three are White.

Commitment to accreditation:

NMJC is proud to have been chosen by the HLC as one of the Pathway Pioneer institutions. Beginning with our initial candidacy in 1968 and the granting of accreditation in 1970, The JC has remained firmly committed to the principles and concepts of institutional accreditation. As recently as 2015, The JC was gratified to receive a highly positive review from a visiting peer team from the Commission.

For us, accreditation is not a periodic test to be passed. Accreditation constitutes the rules of the game; the expectations by which we conduct our daily affairs. Periodic reviews are our opportunities to affirm that we have maintained our steadfast, day-to-day commitment to the principles and guidelines of accreditation as established by the Higher Learning Commission.

A lot has changed since 2015:

In 2016, NMJC experienced the first change in presidential leadership in almost two decades. Dr. Steve McCleery had served for 19 years as president and had been a member of the campus community for over 30 years. For a period of several years, the NMJC Board discussed, planned, and prepared for one of their most significant challenges; picking a new president. Their goal was to seek an experienced candidate who had the ability to understand the unique nature of running a college in a volatile local economy. In addition, they knew they wanted to continue the stable, non-disruptive yet transformational leadership that has been a hallmark of NMJC over the years. Dr. Kelvin Sharp became the new president in July 2016. He came to NMJC from South Plains College, a west Texas institution with characteristics very similar to NMJC. Dr. Sharp had served in a variety of roles at SPC including president for 15 years, academic leadership, and faculty.

Under Dr. Sharp's leadership, NMJC has developed a new executive team composed of two new members from outside the college, two existing vice presidents who retained their roles, and a new vice president for instruction from inside the campus community. The goal of the new team has been to transform and evolve the college while sustaining the stability and core values that have been part of The JC since the doors first opened in 1965.

Never satisfied, ever-evolving:

Our students in the 1960's were the first wave of the post-war baby boom generation. Now, in 2020, the majority of our students are from Generation Z; students who have used digital technology since a young age and are comfortable with the Internet and social media. Gen Z students are a far cry from the baby boomers who grew up with rotary dial phones and were just being introduced to color television. To meet the needs of this new generation of students, The JC has continued to evolve and adapt to new technology, changing learning styles of students, advances in curriculum, and changing expectations of industry and the communities we serve.

Over the past two years, the JC has implemented a number of changes in operations and academic programs to better serve our newest generations of students. Many of these changes will be detailed in later sections of

this document but are worth briefly noting here; changing cosmetology from a 2-year to a 1-year program, overhaul of the general education curriculum to create a statewide common, transferrable system of courses, re-establishment of the LPN program option, creation of a new advising model as part of our move to Guided Pathways, and an entirely new schedule of courses designed to meet the needs and desires of working students.

Within the last 90 days, NMJC's character – as defined by our people – and our commitment to our students has been tested by an unprecedented level of adversity. The onslaught of the pandemic forced NMJC, like other colleges and universities, to close face-to-face classes and complete the semester online. Students and faculty alike were thrust into online and virtual environments they had consciously avoided. Faculty members who had never taught online were forced to learn on-the-job while students confronted uncertain home environments, limited access to technology, and fear of an unseen yet potentially deadly disease. During this same period, one of NMJC's longstanding nemesis reappeared; crashing oil prices which dramatically affect college finances. Either of these challenges alone would test the mettle of any institution. When combined, the impact of these threats is daunting, to say the least.

Nevertheless, NMJC has risen to the challenges and proven, yet again, that the character and strength of an institution is based on the collective resolve of the people who are its heart and soul. All classes will be completed, students will receive grades, and the first-ever virtual graduation ceremony in New Mexico will take place on May 8th. Moreover, NMJC was prepared for the financial threat and will be able to conduct classes, meet payrolls, and conduct business without disruption over the coming year. Stability, integrity, and unwavering commitment to our mission in service of our students define NMJC. We will continue to change and evolve to meet the needs of students, our communities, and the ever-changing world of technology.

At the same time, we remain who we are; The JC.

Assurance Argument
New Mexico Junior College - NM

Review date: 6/8/2020

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

In 2017, NMJC conducted a strategic planning process that included an intentional review of the college mission and vision. The college president asked specifically that the mission and vision be a distinct part of the planning process. The full process and resulting plan is discussed in greater detail in 5.C.3. The stakeholders involved in the process reviewed this history of NMJC's mission and vision statements and heard feedback from a wide range of internal and external groups, including stakeholders from around the state. Proposed changes to the language of each statement were considered and, in the end, set aside in favor of the existing language. The recommendation of the planning group, as affirmed later by the college board, was to maintain the existing language for both statements. The universal sense was that the mission and vision statements accurately capture the long term commitment of NMJC to serving students and the supporting communities.

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 remains focused on learning as the key to individual success, personal fulfillment, and as a critical economic and social driver in a knowledge-based society. As described above, the college mission is routinely re-visited as part of a regular strategic planning process (2002, 2005, 2010, and most recently in 2017). 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.

The current iteration of the college Mission Statement was first 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. [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. The statements were again the subject of reviews in 2010 and 2017. The [NMJC Governing Board adopted the updated strategic plan in July 2017](#).

It is worth noting that in 2016, NMJC went through one of the most significant changes in recent history. For the first time in over 19 years, the college had a new president. Dr. Kelvin Sharp was appointed as president of the college and took over duties of his office on July 1, 2016. After 19 years as president (and over 30 years' service on campus), Dr. Steve McCleery announced his retirement. Until that time, the college planning process had been operating on a five-year cycle but the decision was made to wait for development of a new strategic plan until appointment of the new president. The objective was to offer the new president an opportunity to have his or her voice heard in the planning process.

These enduring mission and vision statements serve as the foundational guides for the college through planning, changes in leadership, and as the board of trustees look to the future.

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 most significant population of students served by NMJC comes from within 50 miles of the campus (Lea County and three adjacent counties in Texas; Gaines, Andrews, and Yoakum). The percentage of minority students at the college has grown consistently since 2006; moving over twenty points from 48.5% to 68.7%. This shift in population parallels a similar shift in the demographic profile of Lea County.

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. 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 recent years the English as a Second Language (ESL) has experienced increased enrollment and the offerings have been expanded to better serve our Hispanic students.

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](#) at museum activities has grown and maintained at high levels in recent years. 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.

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 learning 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).

An important service available to all students is the Academic Success Center which provides tutoring support for students in a wide variety of subjects. The Center is staffed by three full time professional tutors and numerous part-time tutors. The Center is open to students throughout the day and evening and was recently relocated into the Pannell Library. This central location allows for greater levels of staff support, cross-training of tutors to provide research support using library facilities, and a more pleasant study environment.

Students may drop-in to the Center 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. 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 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. 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.

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

- Degree and Certificate Offerings

- Evidence - Mission statements
- NEW - July 2017 Board Minutes
- NEW - July 2017 Board Minutes (page number 4)
- NEW - Student Profile
- NEW Workforce Training Numbers FY19 and FY20
- NEW WHM Attendance
- NEW-NMJC Strategic Plan 2017-2022
- NMJC Strategic Plan 2002-2006
- NMJC Strategic Plan 2005-2010
- NMJC Strategic Plan 2005-2010 (page number 4)
- NMJC Strategic Plan 2010-2016
- NMJC Strategic Plan 2010-2016 (page number 3)
- 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](#), and as a central part of the annual budget process of the governing board.

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

- Evidence - Mission statements
- NEW - Board Budget Work Session 2020
- NEW - In-Service Fall 2018
- NEW - Master Plan
- NEW-NMJC Strategic Plan 2017-2022

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. In 2019, the three primary ethnic population groups of the college service area are white (37.2%), Hispanic (56.8%), and Black or African-American (3.6%). The fall 2019 NMJC student population is 31.3% white, 52.3% Hispanic, and 8.4% Black or African-American, a clear reflection of the area population. In fall 2019, the average age of NMJC's students was 23.7. The youngest student was 13 and the oldest was 93.

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. The remote nature of Lea County is a challenge to the recruitment of professional staff and faculty with appropriate academic credentials. Nevertheless, NMJC has been able to make progress in diversification of full time faculty. The [most recent report of full time faculty](#) documents the change in ethnic composition. In 2015 the full time faculty was 86.2% white and that figure has dropped to 79.2% by 2019. The shift has come with an increase in Hispanic faculty (from 6.2% in 2015 to 12.5% in 2019) and in Black faculty (from 4.6% in 2015 to 5.5% in 2019). While encouraged by this shift, the academic leadership remains committed to efforts to expand minority representation within the faculty ranks.

Within the past decade, the composition of the NMJC Governing Board has become more reflective of the diversity of the region. In 2010 the board was composed of six white members and one black member. In 2015 the composition of the board was four white members, two Hispanic members, and one black member. By 2019 the composition had shifted again to be three white members, one black member, and three Hispanic members. The current make-up of the board is well aligned with the ethnic make-up of the NMJC service area.

Sources

- EMSI Economic Overview
- Ethnicity and Gender Report 2009 - 2015
- NEW - Faculty and Staff Ethnicity Report 2019
- 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 ([\\$34.5 million in local funds versus \\$5.98 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. A recent addition to the dual credit opportunities for area high school students is the creation of an Early College High School program. This program offers 60-70 high school juniors and seniors the opportunity to take all their high school classes on the NMJC campus.

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](#). NMJC's non-credit workforce program consistently ranks in the top three programs in the state. 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).

An 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.

One of the most significant community engagements, 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, and [NMJC](#), the new multi-generation health, wellness, and learning center includes 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.

NMJC maintains exceptionally strong partnerships with area health care providers and recently became involved in work to develop an entirely new medical complex in Lea County.

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 2018-19 college budget the percentage of operating funds allocated to instruction, academic support, and student services is 82.5% (\$17 million allocated to instructional and student services out of \$21.2 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](#), the campus master planning activities, the campus strategic planning process, and active community engagement by members of the governing board and executive leadership team. A 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

- LCDEC History and Review
- LCDEC Minutes
- NEW - CORE and NMJC
- NEW - CORE and NMJC (page number 5)
- NEW - Examples of advisory committee minutes
- NEW - Revenue Statement 2019
- NEW Workforce Training Numbers FY19 and FY20
- New Horizons Foundation
- New Horizons Partners and Agreements

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 have continued since the last review presented to the HLC in 2015. As described in the introduction to this argument, NMJC's mission and vision have consistently served as the guiding principles for all activities and decisions. Student success and learning is considered to be "true north." As described in this section and others in this report, NMJC has been able to broaden the diversity of faculty and leadership to remain reflective of the constituencies served.

The pandemic, and resulting closure of the campus mid-semester, presented a true test for the character of the institution. Concern, uncertainty, and fear were met with resolve, cooperation, and collaboration. Faculty, staff, and students worked together to manage the transition to online classes, students completed courses, graduated, and the college remained a center of stability in an uncertain time.

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.

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. This training is developed by Safe Colleges and compliance with [training requirements is tracked by individual employee](#).

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

- Board Conflict of Interest Policy and Ethics Acknowledgement
- Evidence - Board established purchasing and procurement policies
- Evidence - Faculty Handbook table of contents
- NEW - 2019 Board Policy Manual
- NEW - 2019 Board Policy Manual (page number 52)
- NEW - 2019 Board Policy Manual (page number 78)
- NEW - 2019 Employee Handbook
- NEW - 2019 Employee Handbook (page number 51)
- NEW - Board Budget Work Session 2020
- NEW - Board Minutes April 2020
- NEW - Board Minutes April 2020 (page number 38)
- NEW - Code of Conduct
- NEW - Conflict of Interest Form
- NEW - FERPA reference
- NEW - Safe Colleges Training
- NEW - SafeColleges Compliance By Person 2020-05-08
- NEW - Student Complaint Process and tracking sample
- 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](#), and [nursing](#), among others. In addition, the [college has received formal recognition](#) for providing educational support to external training agencies.

Sources

- Net Price Calculator
- NEW - ACEN Certificate 2018-2026
- NEW - automotive accreditation
- NEW - College Catalog 2018-19
- NEW - College Catalog 2018-19 (page number 140)
- NEW - HLC documents on website
- NEW - Mark of Affiliation
- NEW - sample faculty pages from website
- NEW - Student Profile
- Recognition from external agencies

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. A recent change in board practice was the delegation of all professional contract approvals to the president. Previously, all professional contracts were recommended to the board by the president and the board had responsibility for approving those contracts. Now, the president has authority to review and approve all professional contracts for staff and faculty who work under his direction. The board retains authority and responsibility for review and approval of the president's contract.

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. Previously, 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 were returned directly to the independent auditor. Within the past 2-3 years, the auditors have abandoned the written form and rely, instead, on individual interviews with each board member. 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

- Audit Questionnaire
- NEW - 2019 Board Policy Manual
- NEW - 2019 Board Policy Manual (page number 12)
- NEW - 2019 Board Policy Manual (page number 20)
- NEW - 2019 Board Policy Manual (page number 27)
- NEW - 2019 Board Policy Manual (page number 32)
- NEW - 2019-2020 Foundation Board Members
- NEW - Board Budget Work Session 2020
- NEW - board minutes on website
- NEW - Master Plan
- NEW - presidential evaluation
- NEW-NMJC Strategic Plan 2017-2022

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](#)). Employees are additionally protected by a [whistleblower policy](#). 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

- NEW - 2019 Board Policy Manual
- NEW - 2019 Board Policy Manual (page number 63)
- NEW - 2019 Board Policy Manual (page number 82)
- NEW - 2019 Employee Handbook
- NEW - 2019 Employee Handbook (page number 73)
- NEW - 2019 Employee Handbook (page number 153)
- NEW - Student Handbook 2018-19
- NEW - Student Handbook 2018-19 (page number 13)

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 institutional effectiveness process 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](#) and [history](#) include specific information about ethical use of information. These expectations are also outlined in the course syllabus for these courses. Many [classes utilize Turnitin software](#) to review issues of academic integrity and plagiarism.

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

- NEW - English syllabus
- NEW - English syllabus (page number 3)

- NEW - Student Handbook 2018-19
- NEW - Student Handbook 2018-19 (page number 19)
- NEW - Turnitin activity report
- NEW -history syllabus
- NEW -history syllabus (page number 6)
- NMJC Research Policy and Procedure

2.S - Criterion 2 - Summary

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

Summary

The information and evidence presented here documents NMJC's institutional commitment to the principles and expectations of Criterion 2. Stakeholders in the college act in ethical manner and are held accountable. The college governing board maintains clear oversight, but entrusts day-to-day operations to the president. Academic affairs are managed by the chief academic officer with the active engagement of faculty in the process.

In the 2015 assurance argument, the college highlighted an impending challenge, the selection of a new president to replace a long-serving leader. The effective management of the process as well as the documented success of the college during and following this transition are evidence that NMJC is, in fact, an institution with established processes that support institutional values and objectives.

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 60 semester hours for completion. 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 eleven programs that award Associate of Applied Science degrees](#). These programs require anywhere from 60 – 81 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 and are easily accessible from the college website.

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 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](#). This training is broken into two distinct courses and is delivered through the Canvas LMS ([Course I](#) and [Course II](#)). 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
- NEW - Canvas Professional Development for Online Instructors
- NEW - College Catalog 2018-19
- NEW - College Catalog 2018-19 (page number 59)
- NEW - College Catalog 2018-19 (page number 60)
- NEW - College Catalog 2018-19 (page number 61)
- NEW - College Catalog 2018-19 (page number 63)
- NEW - College Catalog 2018-19 (page number 64)

- NEW - Online Professional Development I Syllabus
- NEW - Online Professional Development II Syllabus
- 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 ([math](#) and [history](#) examples) across all programs.

New Mexico General Education Common Core

A major project within the State of New Mexico has been the re-design of the [common general education core requirements](#). This multi-year project involved development of commonly accepted learning objectives for courses, negotiating agreement among 25+ institutions for the structure of the common core, and formally reviewing [hundreds of general education classes](#) to be approved as transferable courses. NMJC has been in the forefront of securing approval for general education classes under the new curriculum. As of May 2020, NMJC has secured approval for 77 general education courses (only three other schools – all large institutions – have more classes approved). The consistency established by the new common curriculum establishes a confidence for the student that general education courses taken at one state institution will be accepted for transfer by another state institution within New Mexico.

General education reports were submitted to the New Mexico Higher Education Department (HED) annually through 2017. With the state-wide process of certifying general education courses HED only required the assessments plan be verified, but no longer requires annual reports by general education area. HED assumes assessment processes by institution and accreditation processes are sufficient to maintain integrity of courses. NMJC has consistently met HED requirements for certifications and assessment plan.

Sources

- NEW - Approved General Education Courses for NM Public Higher Ed Institutions
- NEW - HED General Education Common Curriculum
- NEW - History Syllabus
- NEW - Intermediate Algebra Syllabus
- NEW - Updated Degree Plans
- 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 approximately 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. At NMJC, full time faculty teach approximately 80% of the credit hours. 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 full-time 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. New faculty hires are expected to have appropriate credentials in-hand at the time of hiring. Occasionally, it is necessary to hire a faculty member who may be a few graduate hours short of the expectations. In these cases, the new hire is given a period of less than one year to complete the required hours. If they do not meet the expectation, they will not be renewed the following year. 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).

Four years ago, NMJC was working to ensure that all faculty met the expectation for credentials. The college had an exemption for dual credit faculty teaching general education courses through fall 2020. As of this writing, all faculty members – full time, part time, or dual credit – meet or exceed HLC established expectations for faculty credentials.

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 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.

Within the past year, members of academic leadership have been working with members of the Faculty Senate to develop a new, updated evaluation model. The new process and evaluation form is expected to be in place sometime during the 2020/21 academic year. As part of this process, members of the [Faculty Senate developed a new set of professional expectations](#) that will serve as the foundation for the new evaluation process.

Previously, faculty members were concerned that the end-of-course evaluation system was ineffective and did not equally serve all students depending on the mode of delivery for the course (classroom or online). In 2015 the college adopted [SmartEvals](#) as a common survey for all classes. Over the five-year period, [student response rates have risen from 30% to an average of 40%](#). Faculty members have been supportive of the new process and many are able to achieve 70-80% response rates in their courses. More recently, members of the Faculty Senate have begun to review the survey questions and are in the process of suggesting updates to the survey instrument. It is important to note that this process is a very collaborative effort between faculty and academic leadership with the end result being an increase in the frequency and volume of student voices in the review process.

Response to 3.C.4

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

As mentioned in other areas of this argument, academic and student services leadership have 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).

The college has continued the practice of mixing on-campus visit by external experts/consultants with off-campus opportunities for faculty and staff development. Over the past four years, NMJC has hosted Dr. Evelyn Waiwaiole, Executive Director of CCSSE, twice on campus for working sessions with faculty and executive leadership. In 2016, faculty and academic leaders held an [on-campus discussion](#) about student engagement and success. Most recently in 2019, the college hosted Dr. Rob Johnstone on campus to discuss [Guided Pathways and student engagement](#).

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. Faculty Development Committee (FDC), a subcommittee of Faculty Senate, allocates funds for faculty to travel as well. Teaching Professor Conference and Canvas Instruction are additional examples. FDC has also hosted "Caffeinated Campus Conversations" which are faculty led, well attended internal opportunities for faculty to discuss various issues and practices related to teaching and learning.

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 class 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. [Faculty-determined expectations](#) guide collective expectations related to student engagement and accessibility.

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 professional training attended by financial aid staff including the FSA National Conference, NMAFCAA 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. Many of the trainings and internal discussions in Student Services are driven by the [results from the Noel Levitz surveys](#).

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
- NEW - Employee Handbook
- NEW - Employee Handbook
- NEW - Employee Handbook (page number 25)
- NEW - EoC Division_Aggregate_Reporting (1)
- NEW - Faculty Conversation 2016
- NEW - Johnstone Spring 2019
- NEW - NMJC Faculty Duties and Expectations - Spring 2020
- NEW - Noel Levitz Longitudinal Tracking
- 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.

Registrar services – The Registrar is responsible for maintaining the accuracy, consistency, confidentiality, and integrity of all student records. The Registrar works closely with Information

Technology staff to ensure data integrity and 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 and several part-time tutors in addition to student assistants. During its first full year of activity, the center served over 3,000 students. Over the past two academic years, the Center has served [5,108 students in 2018](#) and [2,933 students in 2019](#). The Center has continued a practice of [directly embedding tutors](#) into specific high risk classes.

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.

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 may take assessment tests (NEXTGEN ACCUPLACER) that evaluate their preparation and potential for success in college-level work. Students who take other tests, such as SAT, or ACT, may use those tests as thresholds to determine if they need transitional/development coursework. All students have the opportunity to take placement exams to help inform their choice of courses.

NMJC has worked throughout the years to adjust and modify the transitional program to better meet student needs. 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 was part of a [multi-year effort to make transitional studies more effective](#), less time consuming, and more cost effective for students and the college.

More recently, in 2018/19, the college conducted a program review of transitional studies that included a review of current research related to student placement. The result of that review was another modification of the placement policy to emphasize high school grades as the primary factor in determining how to advise students on placement options. The [new placement policy](#) has been in effect for just one semester and will be extensively evaluated at the end of the 2020/21 academic year.

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. Two years ago, the Center was moved from a classroom building to the main floor of the Pannell Library. The library is undergoing a shift in function from solely information and research to be a center of student support, tutoring services, library services, and campus life.

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. Brainfuse is available at no cost to all students and is linked directly into Canvas course shells. 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. In 2014, NMJC participated in the Survey of Entering Students (SENSE) offered by CCSSE. 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](#)). Current plans call for re-administering the survey in 2020 to update findings and track changes in student attitudes.

NMJC athletic 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 by the staff of NMJC's Pannell Library. 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. [Utilization of Turnitin](#) has risen from 9,228 submissions in 2016 to 11,275 in 2019. Library staff members operate a number of annual trainings 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. Each faculty member details their expectations regarding academic integrity in the individual course syllabi.

Sources

- 1314 End of Year Report- Financial Aid Updates
- 14-15 impact of embedded tutors
- College Success Center
- NEW - Aggregate Turnitin reports
- NEW - Brainfuse in Canvas
- NEW - Fall 2019 Embedded tutors
- NEW - Placement Guidelines - revised April 2020
- NEW - Success Center 2018
- NEW - Success Center 2019
- 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 Black History 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 Residential 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 was 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 the recently remodeled general education curriculum that is designed to develop a student's broad, integrative knowledge with specific skill sets for the area of study. NMJC has successfully met all expectations for faculty credentials for on-campus, online, and dual credit instructional staff.

As described in this section and others of the document, NMJC successfully navigated the academic and fiscal challenges presented by the pandemic. Work continues to prepare for all eventualities in the fall 2020 semester but the hope and intent is to re-open campus to all classes. The policies and practices outlined in the response to Criterion 3 are central to the college's ability to manage through crisis and serve the continued needs of students.

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

The college has maintained a practice of regular program reviews (examples: paralegal 2010, criminal justice 2014, business 2014, and education 2013). As a member of the 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.

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.

Based on the outcome of the DQP quality initiative and the findings of the review of the Business Department, a decision was made to update the college program review process. The college has adopted a [new program review process](#) intended to provide more timely data, allow for evaluation of changes made in program operations, and reduce the complexity and confusion that surrounds the process. The new process does not stipulate formal report structures as much as emphasize the collection of evidence, analysis of information, and review of how the program fits with the college mission and community needs. Two recent program reviews (public safety academies and transitional studies) were conducted using the new review framework.

Public Safety Review – the college operates two law enforcement academies each year along with period programs for correction officers and telecommunications professionals. From the [information gathered](#), it is obvious that the academies/training are not self-supporting. The review process, which included academic leadership, professionals from the department, and faculty members, determined that the programs are; 1) allocated reasonable resources, 2) meet essential community needs, and 3) provides high quality training to students recognized by the supporting agencies. In the case of this review, the determination is that the program is worthwhile, sufficiently managed, allocated appropriate resources, and meets important community needs (which serves to justify the resource allocation).

Transitional Studies – as described elsewhere in the argument, the college has been evaluating the effectiveness of the transitional studies program for a number of years. In this case, the program review is not so much a one-time snapshot as it is an ongoing evaluation. As described in 4.C.3, the college has made a number of changes in transitional programs all designed to improve student outcomes while reducing the amount of time students spend in transitional classes and the associated cost of operating these classes. A major change resulting from this ongoing review is the further refinement of the [college placement policy](#). [Data on student outcomes](#) has been tracked over a [multi-year period of time](#). [Program costs](#) are documented as a separate departmental report that is reviewed regularly.

The program review process is a living process at NMJC and forms an essential part of how the college tracks resources, student outcomes, and engages in continual improvement.

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. [Updated policies](#) related to credit for prior learning are being developed.

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.

The State of New Mexico has developed a new model of general education requirements [designed to be more transfer-friendly within the state](#). NMJC has participated in this development and has [secured recognition for a significant number of courses](#) in this new process. The general education curriculum requirements are [clearly set forth in the Course 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.

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. Annually, over 3,000 students use the Center. The director of the Academic 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](#)).

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.

The college offers [specialized orientation](#) for students taking online classes. In addition, the Student Services division has created a Care Team composed of professional staff who are trained to provide support and assistance to students who may be experiencing difficulties due to issues outside the classroom. Faculty member have a [process by which they can refer students to the Care Team](#).

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.

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).

Automotive: NMJC automotive technology programs maintain external certification from the National Automotive Technicians Education Foundation (NATEF). NMJC operates a [certified Ford](#) training program as well as a [GM certified](#) program. Both have been reviewed and maintain continued accreditation.

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](#)). More recent [data from 2015-16](#) graduates confirms this pattern. These data suggest that NMJC degrees and programs are an end-point for many local students.

Sources

- 14-15 impact of embedded tutors
- 2011 Cohort Transfer Data
- A New Early Alert System in 2014
- Academic Success Ctr - Student Tracking Dec 2014

- Automotive Assessment F14-S15
- Brainfuse Usage Report 2015 03 12
- Business Program Review 2014
- College Catalog - Transfer
- College Catalog - Transfer (page number 5)
- College Standing Committees 2014-15
- College Success Center
- Cosmetology Assessment F14-S15
- Criminal Justice Program Review 2014
- Current Flow Chart - 2014
- Dual Credit Enrollment Overview and Faculty Credentialling
- Dual Credit Hours by Faculty
- Dual Credit Manual
- Dual Credit Risk
- EA Spring 2015 - Baseball (3)
- EA Spring 2015 - Basketball (3)
- Early College Hobbs - Spring 2015
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- Education Alternative Licensure
- Education Program Review 2014
- Examples of program reviews from 2010
- General Ed Core Course Transfer Curriculum
- Hobbs Corrections Academy Audit Findings
- Law Enforcement Sanction
- LibraryStatsCompilation2014
- NATEF Re-Accreditation GM and Ford 2013
- NCLEX Results
- NEW - tutoring 2019
- NEW - ACEN Approval 2019
- NEW - Approved General Education Courses for NM Public Higher Ed Institutions
- NEW - Baseball Early Alert Spring 2020
- NEW - Basketball Spring 2020 Early Alert report
- NEW - CARE Team Intervention
- NEW - College Catalog 2018-19
- NEW - College Catalog 2018-19 (page number 17)
- NEW - College Catalog 2018-19 (page number 19)
- NEW - College Catalog 2018-19 (page number 60)
- NEW - Credit for Prior Learning at NMJC
- NEW - Dual Credit Policy Guide 2019
- NEW - Fall 2019 Embedded tutors
- NEW - Ford ASSET - NATEF
- NEW - GM ASEP - NATEF (1)
- NEW - Graduates 15-16 tracking
- NEW - HED General Education Common Curriculum
- NEW - Placement Guidelines - revised April 2020
- NEW - Program Review January 2020
- NEW - Student Orientation for Online Classes
- NEW - Student Risk in Transitional Classes 2014-2019
- NEW - Student Success in TS Courses 2014 - 2019

- NEW - Transitional Studies Budget
- NEW -SNMLEA BASIC ACADEMY 2018-2019
- NMJC Cosmetology License
- NMJC Degree Profile Final Report July 2013
- NMJC Early College HLC notes
- Program Review Process 2014-15(2)
- Student Tracker Cohort Transfer Report
- Transfer and Common Core
- Transfer and Common Core (page number 2)
- Turnitin Training and Useage

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

Success through learning summarizes the mission of NMJC. Pursuit of this mission is demonstrated through an active, comprehensive process of assessment of student learning. Assessment activities begin at the course level and follow a track of aggregation and analysis departmentally and institutionally. Course level data collected by faculty is combined to represent student learning departmentally. Departmental results are combined for an internal look at institutional level student learning. A second aspect of measuring learning at the institutional level is through the Educational Testing Service Proficiency Profile (ETS-PP).

An important aspect of the assessment process at NMJC is the transparency, sharing of information, and faculty dialogue that are central to developing a meaningful, robust process of learning assessment. A key tool in supporting these values are the [webpages dedicated to the collection and dissemination of assessment information](#). These pages are public pages located in the Institutional Effectiveness section of the new college website.

Response to 4.B.1

Assessment starts with clearly stated goals for student learning at each level. Course outcomes support departmental outcomes, which support institutional outcomes. NMJC plainly communicates each level of learning goals through course syllabi. As seen in sections V, VI, and VII of each course syllabi. (Examples: [Bio I](#), [College Algebra](#), [Comp & Lit](#), [History to 1877](#), [Intro Psych](#), [Nursing](#), [Welding](#), [Animal Sci](#)) As stated on the [Assessment of Student Learning web pages](#), "success through learning" is measured in how well students communicate, critically think and problem solve, and interact within their communities as they pursue education and career goals with NMJC and beyond. 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.

Processes and responsibilities for assessment of student learning at each level are described in the [Assessment of Student Learning Guide](#) produced by the faculty-led Student Learning Outcomes Assessment Committee (SLOAC). SLOAC has guided assessment activities for the past 15 years. Processes for assessment at course, department and institutional levels have evolved over the years based on continual review and refinement. The current process, initiated in 2014, has served NMJC well and has easily assimilated recent state level initiatives with respect to general education. A detailed description of this process is provided in the assessment guide above. In summary, the components are:

- Faculty create methods of assessing departmental learning outcomes and evaluate student work based on course and department standards.
- Course level results are submitted to a department assessment coordinator who compiles all results by outcome for the entire department.
- A department meeting is held to analyze results. Faculty are able to compare individual course data to overall departmental results.
- Departmental reports are compiled according to outcomes directly aligned with institutional outcomes.
- A sample of about 200 students take a standardized test every other year (ETS-PP).
- Departmental results aligned with institutional outcomes provide the internal measure of student learning and ETS-PP data provides an external comparison to other community colleges nationwide.
- An institutional assessment summary is reviewed by SLOAC before being shared with faculty and published to the NMJC website.

Response to 4.B.2

For NMJC “departments” refer either to general education “content areas” or to career training programs. The New Mexico Higher Education Department (NMHED) specifically defined general education content areas which contain certain sets of courses. NMJC maintains the NMHED content areas for departmental assessment structure of general education. Assessment of career training programs is based on learning outcomes defined by faculty members in the programs. Where industry specific standards apply, they become the program/department outcomes. The assessment process is

documented through annual department reports and institutional reports every other year with SLOAC monitoring assessment activities between reporting cycles. Assessment reports are vital to tracking various factors that impact student learning. Assessment reports are not written merely to record data (numbers), they exist to connect data to the realities of teaching and learning at NMJC. Assessment reports maintain a strong, collective faculty voice regarding student learning.

Examples of general education departmental reports here: [Communication \(Area I\)](#), [Math \(Area II\)](#), [Natural Sciences \(Area III\)](#), [Social and Behavioral Sciences \(Area IV\)](#), [Humanities \(Area V\)](#), [Arts \(Area VI\)](#)

Examples of career training program reports here: [Automotive](#), [Cosmetology](#), [Criminal Justice](#), [Energy Technology](#), [Welding](#)

Examples of institutional assessment summaries here: [Data summary 2015-2016](#), [Data summary 2016-2017](#), [Data summary 2014-2020](#), [Institutional Report for 2014 through 2018](#)

An important part of NMJC's comprehensive process of assessment is the Assessment Coordinator. This is a role first designated in 2014 with the implementation of the redesigned assessment process. The coordinator, who is also a member of the faculty, is responsible for coordinating assessment activities across all departments, for leadership of SLOAC, for supporting analysis of assessment outcomes, and for communicating assessment information with various stakeholders.

The lagging component of assessment at NMJC is co-curricular assessment. The college has worked to better define co-curricular programs and, thus, to establish measurable outcomes with effective methods of assessing those outcomes. Based on progress in a number of strategic goals discussed in other parts of this assurance argument, NMJC is well positioned to apply lessons learned and successful processes from academic assessment of student learning to build a valuable, substantive, sustainable co-curricular assessment plan. Over the last many years, programs or activities the college views as either co-curricular or extra-curricular have been evaluated by surveys or other measures of effectiveness to guide decisions from year to year. For example, Pi Day as an annual campus event grew from a small course level project to a student club event to a major community event (with over 6,000 community members in attendance). Each year feedback from students, faculty and other participants guided growth and changes. Another example would be Staked Plains Roundup. Partnerships with community businesses and organizations make these events possible. It is with careful analysis of feedback from contributors and participants that changes are made to improve the events year to year.

NMJC is aware of additional guidance being offered by HLC regarding co-curricular assessment and plans to take full advantage of information and training as our co-curricular assessment process develops.

Response to 4.B.3

The most obvious conclusion to draw from [years of data at all levels](#) is that NMJC is consistently average. Internal departmentally derived data shows NMJC in a comfortable, consistent range of achieving benchmarks. External ETS-PP data show NMJC at the low end of average compared to other community colleges in the nation. What does stability in results mean for student learning? It means that our students, on average, are learning what they are expected to learn. However, consistency does not translate to complacency. Departmental and SLOAC analysis has led to recognition that generally successful scores on targeted assignments within classes are only part of

the state of student learning, the quantitative part. A more meaningful analysis is needed using the qualitative part of student learning. The most noteworthy observation across several areas is the existence of a gap between student performance on a targeted assignment and transference of skills to other activities. Faculty noticed students earning a good grade on a writing assignment, but failing to address the professor professionally by email or in discussion posts. Students may do well on a test, but fail to apply similar skills to a project in the same course on the same material. They may demonstrate a skill in lab, but fail to document the completion of the task as required. Such observations have contributed to efforts to improve course level emphasis on the “transferable” nature of skills learned in multiple classes. Examples of using information gained from assessment to improve student learning are listed in the sample assessment reports above and in the [Institutional Assessment Summary](#) report. Here are some highlights:

- Common terminology for quick reference and emphasis of learning goals used by faculty across courses within a department (English, Humanities, Fine Arts, Social and Behavioral Sciences)
- Canvas course templates developed to establish common experience across department, including review of student learning outcomes, methods and rubrics. (Social and Behavioral Sciences)
- “Content Alignment Review” to evaluate academic rigor and establish stronger equivalence between face to face and online courses. These reviews result in course templates as resources for current and future instructors. (Natural Sciences)
- Some departments have worked to standardize courses taught by more than one faculty member. For example, English faculty use a departmental handbook developed and updated by faculty over several years; Science faculty are working on an assessment handbook to provide examples and guidance across all varieties of lab science courses; math faculty use a common grading policy and common assessments for all courses taught by multiple faculty.
- Career training programs are working specifically on the Self and Community institutional outcome through emphasis on professionalism within each field.
- Math faculty are working to provide clearer communication in syllabi so students understand course expectations. They are also trying to advise students about unwise placement and scheduling.
- SLOAC established a campus standard for communication and is working to encourage faculty in all departments and programs to use the standard to set expectations of communication from and with students.

NMJC uses data derived from assessment activities to improve student learning. All faculty participate in data collection at the course level and work together at the department level to evaluate outcomes and to discuss teaching methods as well as assessment methods. Academic Deans support faculty led efforts by helping to evaluate outcomes and plans for improvement in teaching and learning. Deans and the Vice President of Instruction are non-voting, standing members of the Student Learning Outcomes Assessment Committee (minutes [1-27-20](#) and [11-18-19](#)). Since 2014 the committee has grown from being a process oriented committee to being focused on evaluating overall learning outcomes and leading initiatives to help support faculty in improving teaching and learning. A recent accomplishment of SLOAC was to articulate a simple, four point communication standard that faculty could imbed as an expectation of professional communication regardless of subject matter. SLOAC and academic leadership continue to remind and encourage faculty of all disciplines to imbed the communication standard as an expectation for students to follow. The next initiative for SLOAC will be to use the new state level general education model to help establish a critical thinking standard and a self and community standard.

Response to 4.B.4

As shown NMJC's processes and methodologies to assess student learning reflect good practice and depend on substantial participation of faculty and instructional leadership. SLOAC, communication between faculty at the department level, narrative sections of reports and institutional summaries afford ample opportunity for communication among stakeholders. 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 activities and continue to evolve the process to become more effective. NMJC does not take a singular approach to assessment of student learning. The college takes a broad based approach to help students achieve by taking multiple aspects of their overall experience into account. Assessment along with program review, faculty evaluation and ongoing data analysis from the office of the Vice President of Instruction help identify areas of concern and opportunity within the student population. Each of these activities has been described in other parts of Criterion 4. The last few years have been full of change in several institutional practices. The current assessment process has effectively informed and connected with these other evolving processes to help students realize success through learning.

Sources

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- ASSESSMENT OF STUDENT LEARNING GUIDE Fall 2014
- ETS - Cohort-ScaledScoreSummary (1)
- ETS - Cohort-ScaledScoreSummary (2)
- ETS - Comparative data from website for 2013
- Evidence - NMJC Gen Ed Assessment Report to NMHED
- Example of Department Meeting Notes for Assessment
- Faculty In-service August 2015
- Faculty In-service August 2015 (page number 15)
- History, Area V assessment report for fall 2014-spring 2015
- Institutional assessment data presentation to faculty, spring 2014
- Institutional Assessment Results - 2006-2012
- Institutional Assessment Spring 2014, data summary
- Natural Sciences Department Assessment 2014-2015 Final Report
- NCLEX Charting

- NCLEX Results
- NEW - Area I Communication Assessment Report 2018-2019
- NEW - Area II Math Assessment Report fall 2018-spring 2019
- NEW - Area III Natural Sciences Assessment 2018-2019 Report
- NEW - Area IV Social and Behavioral Sciences Assessment report for fall 2018-spring 2019
- NEW - Area V Humanities Assessment Report 2018-2019
- NEW - Area VI Arts Assessment 2018-2019 report
- NEW - Assessment of Student Learning Guide fall 2018 (1)
- NEW - Assessment Webpages
- NEW - CT Automotive Assessment F18-S19
- NEW - CT Cosmetology Assessment F18-S19
- NEW - CT Criminal Justice Assessment fall 2018-spring 2019
- NEW - CT Energy Technology Assessment Report fall 2018-spring 2019
- NEW - CT Welding Assessment F18-S19
- NEW - Institutional Assessment Data Summary 2016-2017
- NEW - Institutional Assessment Results with dept outcomes fall 2015-spring 2016(2)
- NEW - Institutional Assessment Summary 2014 through 2018
- NEW - NMJC Assessment Data Summary 2014 through 2020
- NEW - NMJC Course Syllabus Animal Sci
- NEW - NMJC Course Syllabus Bio I
- NEW - NMJC Course Syllabus Coll Alg
- NEW - NMJC Course Syllabus CompLit
- NEW - NMJC Course Syllabus Hist to (1)
- NEW - NMJC Course Syllabus Nursing
- NEW - NMJC Course Syllabus Psy (1)
- NEW - NMJC Course Syllabus Welding (1)
- NEW - SLOAC minutes for 11-18-19
- NEW - SLOAC minutes for 1-27-20
- NMJC Course Syllabus - Astronomy
- NMJC Course Syllabus - Astronomy (page number 4)
- NMJC Course Syllabus - College Algebra
- NMJC Course Syllabus - College Algebra (page number 3)
- NMJC Course Syllabus - Comp and Rhet
- NMJC Course Syllabus - Comp and Rhet (page number 3)
- NMJC Course Syllabus - Examples
- NMJC Course Syllabus - Examples (page number 3)
- Nursing Outcomes
- Screenshot of Canvas Assessment Page
- Social and Behavioral Sciences Area IV assessment report for fall 2014-spring 2015
- Student Learning Cycle at NMJC
- Student Risk 08-14
- 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 (HED), 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](#)). In addition to the annual reports, NMICC collects [quarterly data](#) from the independent community colleges as well as [narrative reports](#). These data are aggregated and report in a [composite document](#) that allows for meaningful benchmarking of performance. Finally, the college works with the NM Department of Finance to report on [performance indicators](#) established as part of the NM Accountability in Government Act. Current data is not available from these reports as the indicators and [report structures have only recently been revised](#).

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. Recent [results from 2015 - 2018](#) indicate continued improvement in this important outcome. As of fall 2018, the student risk rate had dropped to 23.3% (down almost 10% points from 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. Beginning with the initial data collection and analysis, [major differences in outcomes](#) are seen in student socio-economic status (low income students at NMJC tend to be first generation college students) and in student enrollment status (part time students are at a significantly higher level of risk). [Recent data](#) still points to these differences (particularly by enrollment status) but there is evidence that improvements are being made. For instance, the risk rate among [white students has dropped from 27% to 19% by 2018 and for Hispanic students from 32% to 25.5% by 2018](#). The disparity in outcomes is a concern. Nevertheless, the improvements are positive and the data suggest continued effort to remediate the differences in the diverse populations. The wide disparity in performance between full-time and part time students ([6.3% risk versus 35.7% risk](#)) informs the campus discussions to make part time student success the Quality Initiative required by HLC over the next 3-4 years.

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. As described above, the overall risk rate for students has [continued to drop](#).

Evidence of how research on student success, persistence and retention is used to make improvements in educational practices and policies is demonstrated in the ongoing 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. As a result of the analysis and associated discussions, the college implemented a new assessment and placement policy. The new process no longer used testing results as the exclusive criteria for placing students. The [model used a combination of student test scores and](#)

[high school grades](#) consistent with the research developed at Columbia University by Dr. Judith Scott-Clayton.

In addition, members of the math faculty evaluated and implemented new methods of teaching focused on improving the success of students required to take remedial math courses. Beginning with changes made in 2015 (in Basic Math) and added changes in 2016 (in Elementary Algebra), members of the math faculty worked to improve student success. [Results of these changes](#) have been positive with student risk in Basic math falling from 63.3% to 47.5% and from 58.4% to 54.2% in Elementary Algebra).

The college continued to [track student risk in remedial education](#) across academic semesters. These [data were further broken down by student demographics](#). The information suggests that issues of race and [ethnicity and gender have less to do with outcomes](#) in remedial education than does the [student enrollment status \(full versus part time\)](#).

As described in 4.A.1, these data formed an essential part of the current - and ongoing - review of transitional studies. Most recently, the [placement criteria were refined again](#). Beginning in 2019/20, the college now uses high school performance as the primary criteria for placement in remedial education.

The history of remedial education at NMJC is an example of how the college gathers data, analyzes data, engages in professional collaboration, and engages in a process of continual improvement to secure ever improved student success.

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. Measures reported at the state level in New Mexico adhere to common definitions established by working groups of presidents and chief academic officers.

Sources

- 2014-15 GPA
- AD Honor Roll - Fall 14 - Spring 15
- Dual Credit Presentation Nov 7 2012
- Faculty In-service August 2015
- Faculty In-service August 2015 (page number 16)
- First Look Report
- Institutional assessment data presentation to faculty, spring 2014
- NEW - All Student Success v Risk 2015-2018
- NEW - All Student Success v Risk 2015-2018 (page number 2)
- NEW - All Student Success v Risk 2015-2018 (page number 7)
- NEW - Athletic Outcomes 2019-20
- NEW - Impact of new Math class design
- NEW - NMICC 2020 AGA Chart
- NEW - NMICC Spring 2020 AGA Narrative Page

- NEW - NMJC FY19 Performance Indicators
- NEW - Placement Guidelines - revised April 2020
- NEW - Quarterly Performance Based Indicator report for CC
- NEW - Student Risk in Transitional Classes 2014-2019
- NEW - Student Success in TS Courses 2014 - 2019
- NEW - Student Success in TS Courses 2014 - 2019 (page number 3)
- NMJC Developmental Studies Plan March 2013
- NMJC NMICC Cover Pages
- NMJC PBBI Report 2014
- NMJC RPSP Athletics FY 16 Start Program Overview Report 8.8
- NMJC RPSP Athletics FY 16 Start Program Overview Report 8.8 (page number 3)
- OIE webpages
- Student Risk 2008 - 2013
- 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 has remained steadfastly committed to improvement of educational services and programs. NMJC routinely assesses student learning and outcomes across all modes of delivery and student classifications. The college has continued comprehensive implementation of assessment processes and coupled that work with intentional efforts to improve student learning and outcomes. Faculty members fully engage with the assessment process and use the resulting data to make improvements in their course materials and pedagogy.

Over the past several years, the college has worked to create new mechanisms of student support, enhance existing programs, and make changes to programs that were not meeting expectations for student success. As described in the introduction to this argument and throughout the criterion narratives, most especially Criterion 4, the college is focused on student success as true north for all efforts and activities.

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 (20.3%), local oil and gas tax revenue (45%), tuition and fees (7.5%), and state appropriations (11.3%). 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.

Within the past six months, two major events have occurred that have an impact on the NMJC budget. The first, of course, is the world-wide pandemic which has affected operations of all institutions across the United States. The pandemic, itself, has not had a direct impact on college finances. However, since January 2020, the price of oil has dropped from \$64 per barrel in January to roughly \$24 per barrel in May. This drop was precipitated by changes in oil production policy in Russia and the Middle East coupled with a significant drop in demand resulting from the economic slow-down caused by the pandemic. Monthly revenue from oil and gas tax was running \$2+ million in January and is expected to drop below \$1 million by May/June and perhaps lower over the coming

months. In many institutions, this drop in revenue might result in drastic budget reductions and potentially layoffs of personnel. At NMJC, financial managers have developed a budget process that calculates low monthly income from oil revenue ([\\$465,000 per month](#)). This low figure reduces operating dependency on this highly volatile revenue source. The [annual budget presentation](#) to the Board routinely includes extensive tracking of oil and gas production along with conservative estimates of income from these sources. While other institutions in New Mexico are planning for major budget cuts and reduced operations, NMJC is prepared for “business as usual” within the context of the economy and pandemic.

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 [FY2018](#), and [FY2019](#)].

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 [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. Within the past two years, 40 of the smart classrooms have been upgraded to new equipment with the remaining 25 to be completed in the summer of 2020. 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 10 gigabit (expanded from 1-10 within the past four years) connection between buildings on fiber and a 1 gigabit (expanded from 100 megabits) 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. In 2017-18, the campus received RUS funding from the federal government which allowed upgrading of all polycom equipment and services.

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 2013, 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 remained relatively unchanged. In this seven year period, [allocations for instruction and academic support increased 34.5%](#) despite no increased revenue from state sources.

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](#):

- Create a great student experience.
- Double the program and degree completion rates by 2022.
- Increase institutional enrollment

4,000 credit bearing students by 2020

Increase workforce and professional training enrollments

Increase community education enrollments

These goals revolve around a series of strategic goals and tactical objectives. In support of these [goals](#)

[and objectives](#), the college has identified a series of [key activities](#). As work began on the plan, it quickly became apparent that substantive parts of the academic and student support infrastructure was not ready for the new work. The college has not abandoned the overall goals of the plan but has recognized that the initial timeline was too aggressive and could not be accomplished without much more work on the foundation: the key activities.

Much of the past two years has been devoted to work focused on the activities identified in the strategic plan. That work was recently detailed in the [Strategic Plan Update: 2020](#).

In the view of the college, the strategic plan is serving its intended purpose: to bring focus, clarity and direction. While the overall institutional goals remain on the not-too-distant horizon, the work over the past two years has been substantial and major program and operational changes have been made in pursuit of the institutional objectives. The strategic plan does not gather dust on a side-office shelf. It is an integral part of daily work that goes on at NMJC.

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

- 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
- NEW - Board Budget Work Session 2020
- NEW - Board Budget Work Session 2020 (page number 19)
- NEW - Board Budget Work Session 2020 (page number 26)
- NEW - Board Meeting April 16 2020
- NEW - Board Meeting April 16 2020 (page number 38)
- NEW - Board Meeting January 16 2020
- NEW - Board Meeting January 16 2020 (page number 134)
- NEW - Campus Space Allocation
- NEW - Employee Handbook
- NEW - Employee Handbook (page number 10)
- NEW - Final 2019 NMJC Financial Statement
- NEW - Final 2019 NMJC Financial Statement (page number 15)
- NEW - Instruction and State Revenue
- NEW - Master Plan
- NEW - NMJC_FY2018
- NEW - Safe Colleges Training
- NEW - SafeColleges Compliance By Person 2020-05-08
- NEW - Strategic Plan Update - Activities
- NEW-NMJC Strategic Plan 2017-2022
- NEW-NMJC Strategic Plan 2017-2022 (page number 8)
- NEW-NMJC Strategic Plan 2017-2022 (page number 9)
- NEW-NMJC Strategic Plan 2017-2022 (page number 11)
- 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 Strategic Plan 2010-2016
- NMJC Strategic Plan 2010-2016
- NMJC Strategic Plan 2010-2016 (page number 9)
- 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. Each spring, usually in April, the board receives a [detailed budget briefing](#) from the Vice President for Finance and an environmental scan along with institutional data from the Vice President for Instruction. In addition, once a year the board members participate in training that is either facilitated by an outside presenter (usually from ACCT) or, as in the case of the past two years, by members of the executive team. The goal of this training is to familiarize board members with college operations. Several board members attend the annual ACCT Convention for the purpose of professional development. Attendance rotates among board members to avoid conflict with New Mexico open meeting laws.

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.

The college regularly conducts surveys of employee attitudes and satisfaction. The most recent surveys were conducted in [2012](#) and [2017](#). The college uses the Noel Levitz College Employee Satisfaction Survey, which allows for benchmark comparison to other institutions as well as longitudinal tracking of changes in attitudes. In 2012, NMJC faculty and staff responded with higher rates of satisfaction on every question compared to the national cohort. [These results repeated in 2017](#), when JC faculty and staff consistently rated the college higher than the comparison cohort on every question.

The [top four responses](#) by faculty and staff were 1) I am proud to work at this institution, 2) The employee benefits available to me are valuable, 3) I am paid fairly for the work I do, and 4) My supervisor pays attention to what I have to say. The faculty and staff view the [top priorities for the college](#) as 1) Retain more students to graduation, 2) Increase enrollment of new students, 3) Improve quality of academic programs, and 4) Develop new academic programs. Results of the employee surveys are [reported to the college board](#). Results of these surveys serve as evidence that the college faculty and staff consider themselves to be knowledgeable and engaged in the direction of campus activities.

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.

NMJC's Faculty Senate demonstrates instructional leadership through a variety of initiatives. In 2012, Faculty Senate designed and implemented a new [48-hour withdrawal process](#) intended to reduce the number of students who withdraw from classes during the semester. This process was [successful and helped reduce semester withdrawal rates](#) from a high of 15% to an average of 10%. More recently, members of the Faculty Senate worked together to develop a [new set of professional expectations for NMJC instructional staff](#). These guidelines clearly establish professional expectations and benchmarks by which faculty members recognize their responsibilities and what is expected of them by their peers.

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. The most recent administration of the [Noel Levitz Survey of Student Satisfaction was in 2017](#). Results of the Noel Levitz surveys are tracked across time to allow for evaluation of various programs and activities intended to support student engagement and satisfaction.

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

- 2012 NMJC Employee Satisfaction Survey Results
- NEW - 2017 NMJC Employee Satisfaction Survey Report to Board
- NEW - 2017 NMJC Employee Satisfaction Survey Report to Board (page number 6)
- NEW - 2017 NMJC Employee Satisfaction Survey Results
- NEW - 2019 Board Policy Manual
- NEW - 48HourWithdrawal
- NEW - April Board Packet
- NEW - Board Budget Work Session 2020
- NEW - Comparison Report for Employee Survey
- NEW - Comparison Report for Employee Survey (page number 5)
- NEW - NMJC Faculty Duties and Expectations - Spring 2020
- NEW - Noel Levitz 2016-17
- NEW - presidential evaluation
- 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 support of academic programs and curriculum for students. Over the past ten years (2009-2019), state funding for the college has shrunk 44% ([from \\$10.5 million in 2009 to \\$5.9 million in 2019](#)) while funding for instruction and academic support has grown by 42% ([from \\$10.5 million in 2009 to \\$14.9 million in 2019](#)). 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 in southeast New Mexico, 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. The [NMJC Training and Outreach Division](#) consistently serves hundreds of companies and thousands of students annually. The [New Horizons Foundation](#) is further evidence of NMJC's commitment to meeting its mission through support of advanced education and economic development. The Foundation is a unique partnership of area governments and businesses. The goal of the Foundation is to support economic development in southeastern New Mexico through advances in technology and capital investment.

Response to 5.C.2

The college budget and planning processes are 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, 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 President's executive team, 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 over ten years ago, the Office of Institutional Effectiveness developed a series of reports related to [student success/risk for all classes](#). 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. As a result, the college has engaged in several professional development activities focused on faculty/student engagement. These activities included bringing Dr. Evelyn Waiwaiole, director of CCSSE, to campus twice for targeted engagement activities. Additionally, these findings have led to [specific goals in the new strategic plan](#) calling out student engagement as a critical strategy.

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 dropped from an average of 14% to 10% with the withdrawal rate below 10% in subsequent 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.

Of note, the most recent academic semester was truncated by the pandemic and the requirement to move all classes online. Nevertheless, the faculty continued their focus on limiting course withdrawals and the results were gratifying. Student [withdrawals during the move to 100% online instruction remained at the target level of 10%](#).

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. 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 subsequent presidential transition. Prior to the current plan ([2017-2022](#)) prior generations of the plan were in [2002](#), [2005](#) and [2010](#).

The [strategic planning process](#) at NMJC includes the entire institution, a wide range of internal stakeholders, and external stakeholders. The process, which began early in 2017 and culminated when the plan was [presented to the board in July 2017](#), is detailed in the 2017-2022 Strategic Plan.

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

The [current campus Master Plan](#) was developed in 2018 and adopted in 2019. 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.

Alignment is an issue that recently emerged as faculty and staff began working on the goals and objectives of the current strategic plan. It was quickly determined that essential operating practices, department operations, and student support (for example, the structure of the course schedule) were not aligned with the goals of the strategic plan. Consequently, it is taking longer than anticipated to successfully attain the objectives of the plan. Extensive work has gone into creating the alignments that are essential to the ultimate success of the plan. This work is detailed in the [Strategic Plan Update](#).

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. As late as January 2020, oil was selling at \$60+ per barrel and most recently in May 2020, the price is \$25+. Swings in local oil prices drive wide swings in local revenue and have dramatic impact on funding from the State. As of this writing, the New Mexico State Legislature has been called back for a special budget session on June 18, 2020. The intent of that session is to adjust the state budget downwards to compensate for the dramatic decline in state revenue that is fueled by the price of oil and gas.

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 a strong financial position as evidence by data in [key operating ratios](#). A particular point of pride for the college is the fact that declining state revenues and the volatility of oil and gas revenue are not managed by rampant increases in tuition. In fact, [NMJC tuition and fees](#) have remained consistently among the lowest in New Mexico and the entire southwest. [Expansion of revenue from non-credit workforce training](#) has been an important part of NMJC's continued financial stability.

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

Note about the college pandemic response - 5.C.5 refers to globalization but does not mention global pandemics. NMJC's planning processes and efforts include special planning related to the current pandemic and its impact on college operations. As of May 2020, the college has [documented preliminary plans](#) for re-opening the campus in the fall semester. These plans were developed during the spring semester and distributed to faculty before the end of the semester.

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 credit education and funded dual credit 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
- Instruction Expenses vs State Funding
- IPEDS 2014 Data Feedback Report for NMJC
- LCDEC History and Review
- Mountain States Data
- NEW - 2009 State Funds and Instructional Expenses
- NEW - 2019 State Funds and Instructional Expense
- NEW - Board Budget Work Session 2020
- NEW - Board Budget Work Session 2020 (page number 3)
- NEW - Fall 2020 Scenarios and Operations
- NEW - Five Year Revenue History for Training and Outreach
- NEW - July 2017 Board Meeting Agenda and Material
- NEW - July 2017 Board Meeting Agenda and Material (page number 20)
- NEW - Key operating ratios
- NEW - Master Plan
- NEW - Noel Levitz Longitudinal Tracking
- NEW - Strategic Plan Update - Activities
- NEW - Student Risk by Instructor

- NEW - Student Success 2015-2019 by Course
- NEW - Student Success 2015-2019 by instructor
- NEW - Student Withdrawals for the Pandemic Semester
- NEW - Tuition and Fee history
- New Horizons Foundation
- New Horizons Partners and Agreements
- NEW -New Horizons 2020
- NEW-NMJC Strategic Plan 2017-2022
- NEW-NMJC Strategic Plan 2017-2022 (page number 3)
- NEW-NMJC Strategic Plan 2017-2022 (page number 9)
- 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. Public visitors to the college website can view [Noel Levitz reports on student satisfaction, results of the employee satisfaction surveys, CCSSE reports, copies of board briefings, reports to the State of New Mexico](#), and many more).

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 is committed 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. The college regularly participates in the Noel Levitz Survey of Student Satisfaction and the Community College Survey of Student Engagement. When practical, 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.

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](#), [high risk classes](#) and [instructor](#)), benchmark reports to the New Mexico Independent Community Colleges, and IPEDS, among others. An important outcome of the evaluation of risk (as defined by student who successfully pass courses with an A, B, or C and those at risk who receive a D, F, or W) has been the determination that [enrollment status \(full vs part-time\)](#) is a significant predictor of student success. This research is at the foundation of plans to pursue a Quality Project – following this Year-4 assessment – that focuses on improving success rates among part-time students.

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.

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:

- Implementation of Who's Next software in Student Services to track effectiveness of the registration process and better manage the student experience.
- 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](#) and [2017](#)) 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. 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.

Student Services 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.

One area NMJC has identified as an ongoing 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. Recent staff changes in the Foundation have created an opportunity to better utilize software such as Linked-in and Raisers Edge to create alumni files and tracking of graduates.

Sources

- Mountain States Data
- NEW - High risk classes 2012-2016
- NEW - Hobbs High School College Transfer Reports - November 2011
- NEW - IE Reports
- NEW - New Mexico Junior College - SSI Year to Year - 11-2019
- NEW - Noel Levitz Longitudinal Tracking
- NEW - Noel Levitz Top 5
- NEW - OIE Webpages
- NEW - Risk by Demographic Characteristics
- NEW - Risk by Demographic Characteristics (page number 7)
- NEW - Student Risk by Instructor
- NMJC CCSSE 2010 Key Findings
- NMJC CCSSE 2013 Key Findings
- Noel Levitz 2012 Survey of Student Satisfaction

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

Criterion 5 is the area most affected by the recent changes in the college operating environment; the pandemic, and the recent crash in oil prices. What is clear from the information and evidence presented is that the college has an active planning process, looks to the future, yet remains fully prepared to handle challenges and threats that may present themselves with or without warning. The college managed the impact of the pandemic and maintained student classes, support for student success, and academic integrity through a complex shift in operations. The college finances, potentially damaged by the pandemic and change in revenue that accompanied the crash in oil prices, remain solid and stable. Effective planning and firm financial management in good times enables the college to survive, if not thrive, in bad times.

Despite the recent challenges, the college remains focused on the future and on plans to expand opportunities for students and increase student success.

Through good times and bad, New Mexico Junior College is; The JC.

Sources

There are no sources.