

New Mexico Junior College - NM

HLC ID 1502

OPEN PATHWAY: Reaffirmation Review

Visit Date: 11/9/2015

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Context and Nature of Review

Visit Date

11/9/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

New Mexico Junior College (NMJC) is proud of its origin as the first junior college established in the state of New Mexico after the State Legislature passed the Junior College Act in 1963. Since its inception in 1966, NMJC has become a regional leader in providing innovative academic programs, state-of-the-art outreach and workforce training enterprises, and quality dual/concurrent enrollment opportunities for area high school students. NMJC's mission, as a comprehensive community college with an open-door admissions policy, seeks and provides success through learning.

The College truly serves the needs of Lea County, New Mexico (a rural county nestled in the southeastern corner of the state) by enrolling 3,332 credit students (and an equal number taking non-credit classes) of which 80 percent are part-time, 47 percent are 25 years or older, and 45 percent are Hispanic/Latino based on IPEDS data. NMJC is authorized to offer three degree programs (Associate of Arts, Associate of Science, and Associate of Applied Science) with 13 options and 26 certificate programs of which 11 can be delivered via distance education. To earn an associate's degree, students must take at least 15 credit hours at NMJC. The College enjoys a modest student to faculty ratio of 17.20 for 2014. NMJC has no consortia or contractual arrangements to deliver its instruction. NMJC was first accredited by the Higher Learning Commission in April 1970; the most recent visit occurred in 2005. The current visit is for an Open Pathway Comprehensive Evaluation Year 10 Review.

NMJC is in the midst of a leadership change. The current President, who is considered by local state legislators and

civic leaders as being without peer in New Mexico higher education, departs his post in 2015-16. A search for his replacement is underway and led by the Board of Trustees. The College has in place a well-constructed, reality based strategic plan that covers broadly facilities, finances, technology, and human capital. Perhaps the greatest strength of the NMJC is its mutually respectable and beneficial partnerships with state, local and regional educational institutions, private sector businesses, foundations, and civic partners. The litany of governmental, corporate, educational, and social service collaborations is impressive with all designed to serve the apparent and emerging needs of the entire community. The neighboring higher education institution, University of the Southwest, frequently uses NMJC facilities and services to meet its educational needs. Last, as sign of institutional financial stability, the College has not increased student tuition for the past two years and found creative ways to raise compensation levels for all employee groups--support staff, faculty, and administrators both full-time and adjunct.

Interactions with Constituencies

Board of Trustees (7)

President

Assistant to the President

Vice President for Instruction

Vice President for Student Services

Vice President for Finance

Vice President for Training and Outreach

Director of Institutional Effectiveness and College Relations

Dean of Business, Math, and Sciences

Dean of Arts and Humanities

Dean of Distance Learning and Professional Studies

Dean of Enrollment Services

Dean of Public Safety

Director of Physical Plant

Director of Administrative Services

Controller, NMJC

Controller, NMJC Foundation

Director of Western Heritage Museum

Director of Pannell Library

Director of Instructional Technology

Director of Information Technology

Meeting with HLC/Assurance Team (8)

Meeting with Distance Education Workgroup (8)

Open Forum Criteria 1 & 2 (8)

Open Forum Criteria 3 & 4 (13)

Open Forum Criterion 5 and Planning for Future (7)

Meeting with Federal Compliance Workgroup (6)

Open Meeting Students (33)

Open Meeting Faculty (32)

Open Meeting Support Staff (15)

Lunch/Meeting Community Partnerships and Collaborations (21)

Area of Focus: Student Success (9)

Area of Focus: Balancing Stability with Innovation (7)

Director of Financial Aid

Director of Security

Director of Communications

Director of College Success Center

Director of Training and Human Resources

Counselor

Instructional Designer

CANVAS Administrator

Executive Director, New Horizons Foundation

Workforce Training Coordinator

Exit Session (3)

Additional Documents

New Mexico Junior College Website

Federal Compliance Filing and Template

HLC Student Survey Results (N=235)

HLC Third Party Comment Memo (3)

Student Success Concept Paper for Quality Initiative

NMJC Open Pathway Comprehensive Visit Master Schedule Final Version

Team Request to NMJC for Additional Information by Core Component

NCLEX-RN Report on Pass Rate Nursing Students (April 2015-September 2015)

Link to Board Meeting Minutes: <http://www.nmjc.edu/mynmjc/nmjcboard/meetingminutes.aspx>

NMJC Evidence Addendum.PDF

Instructions and Access to NMJC Portal (T-Bird for Intranet and Internet)

New Horizons Foundation Website <http://nhfoundation.net/wp/>

Sanderson Memo, June 15, 2015, re High Impact Practices and Excellence in Education

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.)

Rating

Met

Evidence

The relevance of NMJC's mission is evaluated during each (approximately) five-year strategic planning cycle by the College's stakeholders (college internal, community, state-wide) and governing board. The current iteration of the College's Mission Statement has been in place since 2005; adoption at that time of the Strategic Plan by the governing board constituted formal recognition of the stated mission. The president reviews with the full faculty and staff the College's Mission Statement (and Vision) each semester during the in-service opening.

NMJC lives its mission of promoting success through learning by offering a mix of associate degrees, certificate programs, noncredit workforce training, community educational programs, and an adult basic education program. Multiple platforms for delivery are employed to meet the diverse needs of the students including traditional classes at the campus, online-courses, and an interactive television system serving all five high school districts in Lea County. This strategic mix is informed by professional economy overview of the College's primary service area. In fact, at the Community Partnerships and Collaborations meeting held during the campus visit, one participant echoed "NMJC is part of the region's economic engine."

Success through learning is supported by the two-year old College Success Center, open day and evening, employing full-time and part-time tutors. The professional tutors are also embedded in targeted gateway classes featuring a high density of early college students. During a campus tour, a visit to the Success Center found a comfortable learning environment. The NMJC campus community remains very excited about the Center, which is reported to have enjoyed more than 3000 visits in 2014/15.

The annual budget process promotes sustainability by meeting market or proven demands through the

College's mix of offerings; in particular, NMJC's workforce and training activities ranked first in the state in 2014 among all community colleges, serving as a significant partner in local economic development activities.

NMJC's emphasis on success through learning is best exemplified by a 32% increase in dollars budgeted for instruction and academic support since 2007 while during the same time period state funding for public institutions declined 32%.

An example of the use of resources to support success through learning outside the NMJC curriculum is the Western Heritage Museum, a college-supported facility that brings major national cultural exhibits to Lea County such as Bigger than T-Rex, Andy Warhol, and, planned for 2016, the Titanic. Annual attendance figures for the Western Heritage Museum are reported to have grown from 8,000 in 2008 to over 25,000 in 2014. Additionally, an annual program for elementary age school children brings over 2,000 students and teachers to the Museum over a two-day period each fall.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC's Mission Statement appears in multiple public documents, including the Catalog, and the student and employee handbooks. The Mission Statement is featured on the front page of the college website. The Mission Statement is also featured prominently in the Strategic Plan, as well as the in-service opening and Board budget work session presentations.

NMJC features three primary, current mission documents: the Strategic Plan (2010-2016), the Campus Master Plan (2005-2030), and the Annual Campus Budget. There is evidence of the alignment of strategies and objectives across the documents to facilitate moving the College forward. For example, the Master Plan provides for increased parking to accommodate expected enrollment growth through increased retention and the development of an enrollment management plan.

The Strategic Plan delineates two strategies particularly tied to mission: Student Success with a goal of increasing student success and engagement regardless of credit-bearing status and NMJC as a Learning Organization focused on programs and activities to support the development of the College as a learning organization. Each strategy in the Plan features a number of objectives as well as methods of measurement of success and bench marking.

The Strategic Plan identifies the scope and constituents of NMJC's educational programs. For example, current student demographics are identified along with recognition those demographics are likely to change and an awareness the College must respond to those changes to continue to meet the needs of the students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

College Catalog: (a) Letter from the NMJC President addresses cultural diversity and how students will expand their horizons through leadership skills; (b) Statement of equal educational opportunity that supports all-inclusiveness and is committed to compliance with Title IX, Section 504 (the Americans with Disabilities Act); (c) Values, access and responsiveness of NMJC include "providing services to a diverse college community." 2. Website Landing Page: Pop-up slides on the landing page of NMJC reflect the diversity of the College. 3. Course: Cultural diversity course is offered at the College with student enrollment. 4. Advising: Advising of students is available in Spanish. 5. The Western Heritage Museum and Lea County Cowboy Hall of Fame Report from 2014 contributes to integrating diversity as demonstrated in the *Arte en la Charrería* fall of 2014 Art Show, and the "Christmas traditions around the world" exhibition at the Museum. 6. NMJC is reflective of the population it serves as it has added two Hispanic Board Members and retaining one black member on its Board in 2015;

Student ethnicity chart shows that there are more Hispanic students attending NMJC than White-Non-Hispanic students (1745H and 1631W); however, the number of Hispanic faculty does not reflect the student population. NMJC, which has a standing diversity committee, is encouraged to expand its role and scope as to recruitment of full-time faculty and diversity training and/or acculturation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Workforce and Professional Development training is offered through the Training and Outreach function. It generates significant revenue, although not at a level to make the division entirely self-supporting. In 2014-2015 direct revenue was \$471,742 (versus \$216,451 in 2011) against operating expenses of \$936,015. In 2014, the NMJC non-credit workforce training program was the largest in the State of New Mexico. This is significant because the training service area of NMJC is less than 10% of the size of the largest metropolitan area in New Mexico (64,000 in the NMJC service area versus 887,000 in Albuquerque). Not reflected in these figures is the \$2.7 million TAACCCT grant that is being administered by Training and Outreach of which \$200,000+ is allocated to indirect costs for the division.

New Horizons Foundation is a partnership between New Mexico Junior College and Lea County. The Foundation is a 501C3 research foundation with a budget sufficient to hire an Executive Director. The County also funds key representation in Washington, DC and the federal government labs. New Horizons has a separate Board of Directors and operates on the campus using limited administrative support functions. The Foundation is the active broker between federal research programs and private industry, the goal of which is to bring economic diversity to the regional economy. Working with the New Horizons Foundation is a patent attorney and an intellectual property attorney. The foundation has attracted an "entrepreneur in residence" to work with individuals less familiar with the process. Members of the college Board of Trustees were well informed about projects underway and able to describe them even before the more formal presentation by the Director of the New Horizons Foundation.

NMJC is working with Lea County to develop and maintain a new public equestrian exhibition and show center on the NMJC campus. County funds will be used to build on college property. NMJC signed an agreement in 2013 to pay \$3 million over 12 months. Programming and operation of the equestrian exhibition center will be the responsibility of Lea County. The college will have preferential access to the center should there be an opportunity for college-sponsored events. The equestrian exhibition center supports the regional economy and the college equine science programs.

Between March and May 2016, the College, City of Hobbs, Hobbs Municipal Schools, and a private foundation will break ground for a new wellness and learning center. All MOU's are in place and capital funds have been allocated by all entities involved. This new multi-generation health, wellness and learning center will feature a competitive pool, warm water pool, water park, gym and fitness center. The College will not be responsible for operations, staffing, or maintenance of the center.

The Lea County Distance Education Consortium (LCDEC) is funded through support from each of the five school districts, the college, state funds, and private foundation funds. 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, thousands of 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 (ITV) 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. The dual credit program has expanded over the two decades from ITV instruction only to dual credit taught by appropriately credentialed high schools teachers, to Early College where high school students attend college classes on campus with college students or on campus in separate career program classrooms, dual credit home-schooled classes, and online dual credit courses at five high school sites.

The College budget is developed around priorities established in the strategic plan and facilities master planning. The college intends to develop a new Facilities Master Plan and an updated Strategic Plan after a new college president is hired in 2016. The current Master Plan was developed in 2005. In the 2013-14 college budget, 83.5% of the operating budget was allocated to instruction, academic support and student services (\$21.9 million to instructional and student services out of \$26.3 million).

The College benefits from the advice of formal Program Advisory Boards. The Boards meet at least once per year and some meet multiple times per year. Minutes are kept for the meetings and examples from Automotive Technology, Cosmetology, Business/CIS/Accounting, and Nursing Education were included in the Evidence file Addendum. It is noteworthy that students are invited to participate in program advisory board meetings. The minutes reflect that students attended one of the Cosmetology meetings and Nursing students were in attendance at the Nursing Education Advisory meetings.

NMJC states that their most significant community engagement activity has been the college's participation in the Lumina Degree Qualifications Profile project, the college's quality improvement activity. This project required an extensive series of community conversations over a 6-8-month period. "Conversations engaged in excess of 250 individuals, 20 community groups and employers, students, faculty and staff from k-12." The college said that this process resulted in a "learning-centered framework for what college graduates should know and be able to do in order to earn an AS, BS or MS degrees. This process made educational pathways clearer and more concrete for students (Lumina webpage). The action steps are to conduct comprehensive program reviews for each program. The college president told the Trustees that the DQP will never end - it's a new way of thinking for the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Criterion One calls for an institution to have in place a clear mission that guides its operations and is articulated publicly. The team read carefully the Assurance Argument, examined thoroughly the submitted and requested documents, and meet in-person with and interacted multiple internal and external constituencies. The team witnessed ample evidence that NMJC's mission, to promote success through learning, is understood, articulated in a number of ways, and guides its operations. The most striking example of NMJC's emphasis on success through learning is a 32% increase in the budget for instruction and academic support since 2007 while during the same time period state funding for public institutions in New Mexico declined 32%. Three primary documents guide NMJC's operations: the Strategic Plan tied to mission, the Campus Master Plan, and the Annual Campus Budget. In addition, there is evidence for the currency of these documents as well as alignment of strategies and objectives across all three to enable the College to continue to move forward. NMJC's mission of success through learning extends beyond its traditional campus-based curriculum to the community it serves; examples include the largest noncredit workforce training program in the state of New Mexico, the New Horizons Foundation, and the Western Heritage Museum. NMJC has struggled in the area of racial diversity for its full-time faculty and staff yet the student body is over 45 percent Hispanic/Latino. The College recognizes this and that past initiatives, while promising, have not addressed the issue to the expected level of a highly recognized and respected junior college. For completeness, the College did take full advantage of its authority to appoint three minorities to vacant positions on the Board of Trustees and recently (two years ago) to hire a Hispanic/Latino as the chief student affairs officer. NMJC is encouraged to continue to develop aggressive initiatives to bring more diversity to the full-time faculty and staff. Candidly, NMJC might consider establishing an empowered diversity committee or expanding workshops in diversity training and/or cultural acculturation as well as continue seeking innovative ways to recruit Hispanic faculty. Following an analysis of the data and testimony taken on campus, the team concludes that NMJC meets Criterion One.

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.

Rating

Met

Evidence

The Policy Manual includes Board Conflict of Interest Policy, an Ethics Policy and an annual Ethics Acknowledgement, Board Code of Conduct, Board Code of Student Conduct, Board purchasing, procurement and asset disposal policies, and a Board policy for staff conduct. Likewise, the Employee Handbook and Faculty Handbook include ethical guidelines and requirements and all employees must annual sign a Professional Code of Conduct

The college provides multiple methods for making suggestions, expressing concerns, and making a formal complaint. Boxes are hung in the corridors of buildings inviting students, faculty, staff or community members to provide suggestions for improvement. There is also a virtual suggestion box on the college website. These suggestions may be made anonymously, but if feedback is requested, the individual must provide contact information. The Director of of Institutional Effectiveness collects these suggestions and distributes them to the appropriate individuals for response and follow-up. The process for making a formal complaint has recently been updated to include an online form and process. Individuals may complete either the written form or the virtual form to express a complaint. The Vice President of Student Services logs these complaints into a database in order to provide the college a chance to detect patterns in complaints. If the complaint relates to an academic issue such as a grade appeal, the Vice President of Academic Affairs logs them into an academic complaint data base. All documents related to the resolution of the complaints are maintained with the original form. The two vice presidents estimate that there are less than 50 of these complaints annually.

College faculty and staff confirm that the college provides annual training on such compliance issues as FERPA, Title IX awareness and Sexual Harassment Prevention, the Campus Save Act and the prevention of violence, the Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act (ADA) of 1990 and the ADA Amendment Act enacted in 2009.

The NMJC has a Human Subjects Research Policy, revised in 2005.

Evidence of the college's commitment to integrity and ethical and responsible behavior are the

comments made by members of the Board of Trustees, community partners, college administrators and faculty in response to a question about the qualities they seek in a new president. When asked what qualities and competencies they seek when hiring a new president Board members responded "moral character," "the strength of character to lead this college," "a person whose word can be trusted." These are virtues the college community attributes to the retiring president, qualities they seek to continue. Community partners asked the same question responded, "it wasn't necessary to execute an MOU, if Dr. McCleery said he'd do it, it would get done. He is a man of honor and we need to continue that legacy." A faculty member expressed this more generally when she said, "NMJC is a place where there is integrity. You trust that what is supposed to be done will be done."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The institution presents itself clearly and completely. The primary mode of communication is the college website. Its accreditation relationship with the Commission is available through the Mark of Affiliation. In addition, the College has provided multiple documents, including past self-studies, follow-up reports, and team reports on the website, as well as keeping the college community informed about the progress of this process. Certain NMJC programs enjoy external accreditation or approval. For example, the automotive program is a NATEF accredited program. The associate nursing program has earned accreditation from the National League for Nursing Accrediting Commission. These and other specialized accreditation relationships are clearly listed in the Catalog.

The primary place to locate information on the website is the "Consumer Information" section, which can be accessed directly and also from other pages, such as Administration and Institutional Effectiveness. This section includes the Net Price Calculator, a link to the College Navigator, a links to IPEDS, and Gainful Employment reporting, in addition to other documents and links.

Program information is available to students and the public through the website, the catalog (available electronically on the website), and program brochures (samples provided in the assurance argument evidence file). Faculty pages are accessible from the website and provide a photo, contact information, and the current semester's schedule. Faculty and staff credentials are provided in the catalog. Enrolled students have access to the T-Bird Portal, where they can access their personal financial statement and grades, as well as forms for financial aid. The catalog and student handbook redirect to the website.

The identity and terms of the board members are provided on the webpage. Some reports to the board are provided through the Institutional Effectiveness page.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

There are three core documents (strategic plan (2010-2016), annual budget, and facilities master plan dated 2005) that guide campus operations. Administrative staff, College President and Board of Trustee members frequently referred to these documents as established tenets for which all major decisions emanate and flow.

"In 2015 the HLC will review the NMJC Self-Study for Reaccreditation and send a team to the campus for the purpose of determining whether or NMJC will continue to be accredited by the HLC. This is a once every ten-year process for Colleges accredited by the HLC and is an event of singular importance. The fact that this activity occurs in 2015 is important for several reasons. First, is the commitment of NMJC to remain accredited and in good standing with the HLC. The fact that this evaluation occurs in 2015 is a driving factor in the decision to present this current strategic plan as a six-year document, for the period 2010-2016, versus the traditional five-year term. By offsetting the plan by one year from the HLC evaluation, the College will have the opportunity to use the information and lessons from the reaccreditation process as guides in the development of the new strategic plan for the 2016-2020/21 period." Additionally, the college will hire a new president in 2016 and want that individual to be involved in both strategic and facilities master planning. The Presidential Profile in the job opening announcement for the new president cites under Opportunities and Challenges: "Actively engage the College and community in strategic planning, while expanding programs and increasing enrollment."

The FY15 list of campus buildings and space is included in the Campus Replacement Cost spreadsheet in the evidence file addendum. Thirty-six buildings are listed including the Western Heritage Museum, the John Watson Student Apartments and the rodeo facilities. The oldest building was constructed in 1966 and the most recent listed is the baseball field house, constructed in 2012. Two buildings are located within the city of Hobbs and the rest are in Lea County, totaling 637,000 gross square feet of building space. The current Master Plan was developed in 2005. A new Master

Plan as well as a new Strategic Plan are on the College's agenda for 2016. In the fall of 2017, a \$61 million dollar Health, Wellness and Learning Center is expected to open as a unique partnership with the City of Hobbs, Lea County, New Mexico Junior College, Hobbs Municipal Schools, University of the Southwest, and the J. F. Maddox Foundation.

The economic outlook for the College is stable to strong due to the Lea County tax levy even though state support has declined in recent years. In spite of a low unemployment rate of around 4%, by marketing their tuition rate which is the lowest in New Mexico, online programs, campus housing and athletics, the College has kept steady enrollments maintaining the stability of tuition and fees income. In addition, property tax income has improved by 21% over the past five years. The Vice President of Finance explained that 12-15 years ago, he spent time trying to predict the price of oil. He abandoned that strategy and began looking at the history of revenue in terms of oil production.

When there are years that surpass the estimated revenues, the college can put money aside for certain projects in the Facilities Master Plan. The College paid off their debt last year when they paid a 30-year note in ten years. The Vice President credits the strength of the strategic and master facilities plans for guiding the college over this last decade.

The Board of Trustees complies with the Open Meetings Law; Board meeting minutes are posted on the College website.

The FY14 Audit indicated that under the College's Operating Expenses, \$14,589,636 was allocated to instruction, student services, and academic support - 41% of Operating Expenses which totaled \$35,625,788. These percentages are in line with other New Mexico higher education institutions and reflective of careful planning, and budget discipline, to keep the focus on student learning and academic support. In meetings with faculty, they signaled their approval of the College's continued emphasis on providing the quality instruction and academic/student support services that help students achieve their academic and career goals. Feedback from students via the student opinion survey voiced a similar perception.

New Mexico Junior College received the highest possible rating on its 2014 financial audit report. The institutional portion of the audit was awarded an unmodified opinion rating. An unmodified opinion means the financial statements present fairly, in all material aspects, the respective financial position of the business-type activities, the discretely presented component unit and the fiduciary fund of New Mexico Junior College as of June 30, 2014. An unmodified opinion is the opinion that the college strives to obtain.

The College maintains a practice that protects the board's independent decision-making from undue influence from gifts. All monetary and in-kind gifts to the college are vetted and accepted through the independent NMJC Foundation. The Foundation with its separate policies and self-governing Board of Directors serves as an independent reviewing panel with full authority to accept or reject gifts.

Members of the Board referred to this practice as a method of ensuring the Board is not unduly influenced by large gifts to the College.

The Board of Trustees is responsible for the annual evaluation of the President. Faculty and other staff report to members of the executive team and are evaluated according to College Employee Policy. Approximately four years ago, the President developed and initiated a four-question performance appraisal for every college employee. It is administered to the President as well as every other employee of the College. The Administrative Organization section of the NMJC Board Policy relating to the President clearly shows the roles of authority, the evaluation of the president, internal and external communication processes, employment terms and workloads.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Board Policy exists on Freedom of Expression and Academic Freedom, Employee Policy exists on Academic Freedom and the Student Handbook includes principles on open expression and students rights. Evidence in practice of student rights to open expression is the inclusion of students on the academic program advisory boards and the inclusion of their comments in the official minutes.

Formal grievances processes are open to all faculty, staff and students. The forms required for formal complaints have just recently been posted on the college website. The Vice President for Student Services is working on developing a more streamlined complaint and response process that involves online forms and the ability to complete the entire process online. Some complainants will prefer the new online process over the past face to face process which required a written complaint turned into employee/faculty supervisors and academic affairs staff for students.

The college Board recognizes that it is not possible to define with precision the limits of academic freedom in the complex world of ideas; however, the Board insists that its policies be followed. Two of the college standing committees are chaired by faculty and only faculty can vote: Academic Standards/Curriculum Committee and Student Learning Outcomes Assessment Committee where faculty are majority members. In general, College Standing Committees have been formed and change from time to time based on the needs of the institution. Ad hoc committees may be formed as needed. Appointments to the college standing committees are made by the NMJC president as follows: representative groups (faculty, support/maintenance staff and students). The evidence file addendum lists Academic Standards/Curriculum Committee, stipulating the chair must be a faculty member and faculty are the only voting members. Likewise the Student Learning Outcomes Assessment Committee allows only faculty to vote. Other committees include the Campus Safety and Emergency Management Committee with the Student Alcohol and Drug Sub-Committee, Diversity Committee, Employee Benefits and Welfare Committee, Financial Aid/Default Committee, Institutional Review Board (IRB) with the required five members, Institutional Technology Planning Committee, NMJC HLC Pathways Accreditation Team, Professional Development Committee, and the Student Completion, Graduation and Retention Committee. A Standing Committees Members List indicates faculty serve on every committee except the IRB and are the majority on the Student Alcohol and Drug Sub-Committee and the Student Learning Outcomes Assessment Committee.

The engagement of 250 campus and community members in the two-year (2011-2013) Lumina Foundation Degree Qualifications Profile is further evidence of the college's commitment to freedom of expression. The active participation and contributions of faculty, staff, students and community members were solicited and encouraged as NMJC sought to transform their community college.

Among the six faculty goals listed in the Teaching and Learning manual is maintaining currency in the teaching discipline. Faculty are annually challenged to explore the disciplines they teach in order to support students' learning and in turn, the students' "pursuit of the truth" in that discipline.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC, through the Office of Institutional Effectiveness, has established and published policies and procedures for the conduct of research involving human subjects in order to protect the rights, well being, and personal privacy of individuals; to assure a favorable climate for the conduct of scientific inquiry; and to protect the interests of NMJC and its faculty, students, and staff. The information is published in a policy and procedures manual last revised in 2005.

NMJC maintains an Institutional Review Board (IRB) to administer NMJC policies and procedures regarding research involving human subjects. The IRB is composed of staff members performing functions of institutional research, reporting, and evaluation.

The Student Handbook, under the Student Code of Conduct, details specific policies regarding academic dishonesty, including examples of academic dishonesty, and the possible academic sanctions that may apply if a student is found in violation of said policies. This information may also be found in the Faculty Handbook and on the College website. In addition, course syllabi were found to include specific information regarding the same.

Penalties for academic dishonesty range from a warning, a grade of F for the specific assignment, and removal from the class. Additional sanctions are at the discretion of the Vice President for Instruction. NMJC reports that there are documented instances of students receiving failing grades in a course due to proven academic dishonesty.

Information Literacy Workshops, held by the library staff, addressing how to avoid plagiarism by properly citing the resources are regularly presented and reportedly reach approximately 10% of the student body.

Ethical use of source material is monitored by the use of Turnitin software, managed by the Director of the College Library. Annual training workshops in the use of Turnitin are offered to the faculty. Over 30,000 student documents are reported to have been submitted to Turnitin over the 2013-14 and 2014-15 academic years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

NMJC is transparent in that it has policies for the Board of Trustees, senior administrators, students, faculty and staff that establish and guarantee institutional integrity and ethical conduct. Policies outlining ethical guidelines and requirements are found in the Employee Handbook, Faculty Handbook, the Board Policy Manual, NMJC Research Policy and Procedure Manual, and Student Handbook.

The team took the opportunity to engage board members, senior administrators, faculty, support staff, community leaders, and students in conversations about integrity, ethical behavior and responsibility focused on the retirement of the College President who is retiring after eighteen years as president and over thirty years on campus. When campus students and personnel and community partners were asked what qualities they were seeking in a new president, they spoke clearly about the College's reputation as a place of integrity, an institution responsive and responsible to the students and the community, and the need for a new president to have the strength of character to lead, the moral character to represent the College and the integrity to act. By incorporating those qualities in the search for a new president and through the culture that is firmly in place, NMJC will continue the tradition of institutional integrity and ethical and responsible conduct.

The team did not receive any complaints from the various internal and external groups interviewed, which is evidence of a healthy culture that operates with integrity and meets the educational needs of the community it serves. Based on this assessment, and the aforementioned statements, the team concludes that NMJC meets Criterion Two.

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).

Rating

Met

Evidence

NMJC awards certificates and degrees that meet academic and industry standards; (a) College Catalog describes individual programs/certificates as well as AA, AS and AAS degree plans; (b) Catalog lists how transfer credits are awarded to students among New Mexico Higher Education Institutions; (c) Catalog provides suggested course scheduling and course sequencing to assist students in course selections; (d) Catalog clearly defines the various modes of instructional delivery, from on-campus traditional classes, Internet via Canvas, Hybrid and Interactive Video, High School dual credit (definitions for all types of instructional delivery modes are listed in Catalog glossary). Also explains how students gain access through Credit for Prior Learning. (e) College archived catalogs are available from 2005-2015 providing a longitudinal overview of programs.

The College uses the CANVAS learning management system as its platform for online learning. NMJC optimizes CANVAS in student engagement strategies/best practices and student learning styles supported by a philosophical underpinning of social constructivism. The content of each online class includes a module 0 which navigates students on how to use the online platform and which alerts them of the procedures of online exam proctoring. The College has adopted a course review rubric that is similar to Quality Matters, but which was expanded to include NMJC specific components and which is used as the assurance/quality monitoring tool for the Canvas management system. A team of distance education faculty, administration, staff, on a regular basis, review the rubric to ensure relevancy and currency. NMJC has an innovative distance education team which promotes 21st century tools for the next generation of learners (including dual credit students).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Information provided in the College Catalog aligns the College's mission, vision and values with the course offerings, program offerings at the level of a two-year college. NMJC clearly explains why General Education is important for students as is the career and technical preparation. NMJC houses the C.M. Burk University Center on its campus so that students can complete upper division and graduate classes without leaving the NMJC campus.

Each of the programs contains a program description, career and advancement opportunities and special requirements. Additionally, each program has General Education requirements (which differ from program to program in terms of content), departmental requirements and electives and suggested course sequencing. Each course has a specific course description and credits listed in its course description sections. Institutional student learning outcomes reflect an established framework that permeate throughout various levels of learning.

General Education outcomes are state-generated and each course assesses these outcomes in course-level assessments. This standard statement appears on the course syllabus - " *Designates Assessments for General Education at the course level--Area V. Objectives/Competencies A,B,C, and D. Each assignment has a different competency being met to fulfill the requirements of the State Matrix."

There is one specific course in cultural diversity. Two additionally perused courses showed an understanding of cultural diversity.

The College offers TEEEX courses that are either customized or related to online career training and professional development (9 different categories). Very nice website that describes the various training and outreach opportunities.

The Assurance Argument posits that the nature of NMJC is that of a community college and not a research institution; therefore the active pursuit of scholarship is not a priority. However, the evidence addendum notes three specific faculty members who publish and further states that faculty members are "frequent presenters at conferences such as NISOD, HLC, NADE, etc." There is further evidence of creative activities developed by faculty at such events as Pi Day. Recently, the Division of Public Safety was asked by the State of New Mexico Training Standards Commission to develop curriculum on Use of Force. This was completed, adopted and accredited by the State of New Mexico. In the context of community college research, such curriculum develop represents research, applied knowledge and the review of peers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

There are 71 full-time faculty members and 85 part-time faculty members employed at NMJC. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty with an average class size of 15-17 students per faculty. Faculty member's primary responsibilities are in teaching and in the mentoring of students. There is documented evidence of non-classroom faculty roles such as faculty serving on the assessment committee, Faculty Senate and curriculum committee. Full-time faculty teaching load is 15 contact hours with the possibility of teaching up to an additional six credits of overload. There is a shared governance committee structure.

The Vice President of Instruction has been working with Human Resources staff, the Deans, and K-12 administrators to review all faculty credentials and identify those faculty who may fall short of the new standards. According to NMJC, plans are underway to ensure that the College will meet the September 2017 deadline for implementation of the new credential practices; however, no specific timeline is evident how NMJC is working toward HLC faculty qualification compliance. Currently not all high school teachers teaching dual credit have the proper faculty qualifications according to College administrators. A commitment exists from the School District to financially support high school dual credit teachers and from the Foundation to financially support NMJC faculty efforts to obtain advanced credentials.

A new employee appraisal review consisting of four questions was initiated about three years ago by the President. The President's goal was to administer this appraisal to all faculty and staff. The Academic Deans built a revised Faculty Evaluation Process (FEP) around those four questions, one of which addressed the faculty goals for the following academic year. The Deans provided a framework of six general goals, and faculty were required to respond to each: engaging students, addressing multiple learning styles and diversity, maintaining currency in area of expertise, maintaining positive rapport and connection with students, analyzing assessment data to improve student learning outcomes, and engaging in the student retention process. Additional elements of the annual appraisal include student success rates in all of the classes, faculty classroom observation, student evaluations.

The Risk by Instructor data is made available by the Dean to the faculty member. This allows individual instructors to personally assess their own data against their department's data and the institution as a whole. Student risk data is included as part of the Faculty Evaluation Process although there is no specific objective or benchmark. No instructor is held to any specific set of numbers. Risk data by individual instructor is considered to be sensitive and is not published in any open forums.

An example of the outcomes of this recent FEP process is the faculty realization that one important component of the success data was the part withdrawals played in the student success figures. The faculty wanted to meet with the students before they withdrew and this was accomplished with the forty-eight hour drop policy. Data collected for the year 2012-13 and the years following show a steady increase in student success at the course level.

The College has processes and resources for assuring that instructors are current in their disciplines and are provided professional development. Each division receives funding for faculty professional development within each division; at times there are larger more inclusive professional development opportunities offered that are paid from the VPI's discretionary funds (is documented evidence that faculty have participated in a number of live and Webinar conferences, such as the CCSSE training in 2012 and 2014). There is a new plan in place to include adjunct faculty more regularly in all staff development.

There is no specific information regarding research on the research policy page; however, there is a link to existing research policies and procedures.

Students have access to faculty through the Academic Success Center: NMJC's Free Tutoring Program for NMJC registered students as well as the individual tutoring or group supplemental instruction. Students have access to faculty through a combination of in-person office hours and virtual offices hours. Full time faculty are required a minimum of ten offices hours per week. All faculty members are available to students through e-mail and other forms of personal communication even outside the posted office hours. Full time faculty members have personal web pages. Given the emphasis in the Employee Goal Setting Appraisal on "Building a positive rapport and connection with the students" it might strengthen measurement of that construct in online courses, if the College was able to directly quantify interactions between faculty and students in Canvas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The College Success Center from 2014-2015 was utilized more than in previous years based on a new model. SENSE survey indicates that NMJC students exceeded the SENSE cohort in 2014 relating to how instructors explained academic and student support services available at the College. NMJC has invested in full-time professional tutors which has been beneficial to the students. Embedded tutors in various courses have demonstrated student improvement in 11 of 17 courses. A chart indicates the number of students served this year. Thirty-three students gave favorable comments regarding the availability of tutoring.

Student support services are provided in various ways in both English and Spanish. Student advising and enrollment services are well published and student-friendly (access through the website), as are the financial and veteran services. Disability resources are well established through general access. This assistance expands to online support offered 24-7.

COMPASS is administered to students as is Accuplacer, SAT or ACT as a student placement tool. The College has decided to utilize Accuplacer as its primary placement tool once COMPASS is no longer available. NMJC aligns with current trends to accept alternative ways (like high school grades and student preference) to place students into their appropriate classes. Developmental Education Plan has been ongoing since 2010. It is laudable to see that student success was on the forefront of this effort and supported by New Mexico Higher Education Department. The plan included measurable goals and key performance measures, a strict timeline for completion, as well as a flowchart titled Transitional Studies: Access, Success and Completion. Seventy percent of students who passed their college classes had been placed in to these classes according to their high school

grades.

Program advising is conducted in various ways (email, F2F, Internet). Athletic coaches play an active and decisive role in advising students. Students in the TRIO program also receive focused advising. As learned during the site visit that the Athletic Boosters raise funds to be used to help athletes meet remaining education responsibilities during summer sessions.

NMJC provides the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, etc.). The Pannell Library website has a tab for students to explore how to maneuver the “all-in-one discovery” search tool. Students have access to subscription data bases (various), online study guides, E-books (for both computers and e-readers), as well as the connection – E-portal to the New Mexico State Library for additional databases. High quality databases are provided through NMJC such as Business Source premier, Environmental Issues and Policy Collection and more. Faculty resources are also provided as in statistical resources. Bookstore webpage has a very clear and easy process to order books on line. Library staff conducts workshops for students, as well as for faculty. Also students are taught in the responsible use of information sources. An average of 34 information literacy workshops are offered on an annual basis with average participation (378 students annually).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC lists nine viable student clubs, 8 co-curricular and community-based events that appear to be annual and notes that the Office of Residence Life plans activities for residents. The Western Heritage Museum and Lea County Cowboy Hall of Fame offer a number of sponsored events and an annual event called the Staked Plains Round-Up. For participating students, these co-curricular activities add to their learning.

All student clubs must do two fundraisers annually and two community projects annually, they must attend NMJC Orientation & Discovery Day, have a President, Vice President, Treasurer and Secretary and attend four meetings. The Evidence Addendum lists Student Organizations/Student Life 2014-2015 activities and the number of student participants for each event. The required NMJC Orientation has the largest participation count at 375 with the February County-wide in-service day second at 265. Faculty do not provide extra credit for participation in any of these events which appear to be more focused on student entertainment than student learning, although two nights of Finals Study Groups attracted 28 and 43 students respectively.

The Lea County Cowboy Hall of Fame is a 501C3 which, along with the Western Heritage Museum, offers the community and the college educational seminars, workshops and cultural installations.

These programs are responsive to community interests. The Museum is anticipating crowds in the thousands will view the internationally-renowned Titanic exhibit when it is installed. The Director of the Western Heritage Museum is not only the museum's curator, but is also actively engaged in the life of the college as the radio announcer for the Thunderbirds basketball games, live streamed to fans throughout the district.

In support of the community-based activities helping to meet the diverse needs of students, the college staff member who for the past fifteen years has maintained the fifty-plus vehicles in the college's fleet, also has a CDL and will drive basketball teams to competitions and assist the coach. Added to this versatility, this individual has quadrupled the membership on the college's booster club over the last four years primarily through a golf tournament fundraiser each fall. The booster club's purpose is to support student athletics. They chose to meet that purpose by providing tuition support to graduating athletes who lack one or two course requirements for graduation. The booster club will pay for

summer one and/or summer two courses so that they can complete an associate's degree.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

NMJC provided significant evidence that it fulfills the requirements of Criterion Three by offering appropriate academic programs. Further, the College demonstrated that student success is at the core of all educational offerings. Certificates and associate degrees meet academic and industry standards for both the transfer student and the career-technical student while ensuring that the learning goals for students are consistent across all modes of instructional delivery. The College uses the CANVAS learning management system as its platform for online learning. A work group of dedicated distance education faculty, administration, and staff optimize CANVAS in student engagement strategies/best practices and student learning styles supported by a philosophical underpinning of social constructivism. This work group promotes 21st Century tools for the next generation of learners (including dual credit students). In addition to technological support, NMJC has in place an outstanding array of academic support services housed in the Academic Success Center (including free tutoring, supplemental instruction, skill building exercises). Full-time faculty are required to post their availability for at least ten office hours per week. Students pinpointed this as one of the most desirable features exhibited by faculty members who are interested in their well-being.

NMJC has 71 full-time faculty members who follow a student-centered faculty evaluation process that not only focuses on student engagement and multiple teaching/learning styles, but also on the assessment of student learning presented through formative and summative assessments. A culture of assessment is ongoing whereby faculty are defining their assessment goals to establish patterns and trends in a relevant way. Small class sizes of students (18 to 1 faculty to student ratio) demonstrate the commitment to maintaining meaningful communication between faculty and student as well as academic rigor.

NMJC provides professional development resources designed to assure that full-time faculty members remain current in their respective disciplines. Although NMJC is not a research institution, selected faculty conduct research in various areas, such as classroom action research which points toward a rich intellectual learning environment conducive for reflective thought and role-modeling. A number of co-curricular activities was shared with the team while onsite. NMJC is including adjunct faculty in general staff development to afford all faculty growth opportunities.

NMJC offers students high quality data-bases and schedules workshops in the responsible use of information sources. An average of 34 information literacy workshops are offered on an annual basis with average participation (378 students annually). The Pannell Library is a central source that serves as a scaffold for the learning process. NMJC promotes communication through community-based events.

NMJC is encouraged to include cultural diversity in the quality metrics consideration of future faculty applicants. NMJC addresses the diversity of its students by offering a cultural diversity course and including student learning outcomes that address diversity.

Based on the aforementioned statements, and the team's reading of the evidence provided in the

Assurance Argument, the team concludes that NMJC meets Criterion Three.

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).

Rating

Met

Evidence

The College takes seriously its responsibility for the quality of its educational programs. Conversations with administration, academic leadership, learning support staff, and faculty confirm the evidence presented in the assurance argument. Team members also examined the documents such as the catalog that are publicly available on the website.

Although NMJC had a program review process, the assurance argument described this process as "disrupted and inconsistent." After the college's participation in the evaluation of the Degree Qualifications Project (DQP) as part of Pathways Cohort Three, the college has used their Quality Initiative Project as the springboard to designing a new program review process. A cyclical five-year

program review process is under review by faculty and affected committees that is based on program need, quality, and cost. Embedded in quality is the effectiveness of the program in terms of outcomes-student success, retention, completion. The proposed process would allow for more a continuous improvement effort for programs. The college is encouraged to continue this effort.

The College provided evidence that it evaluates all the credit it transcripts and that it has policies that assure the quality of this credit. The college catalog lists policies for transfer of credit, awarding of credit, and credit for prior learning. Included were policies about transferring credit to NMJC, transfer among New Mexico higher education institutions, transfer of lower-division general education core courses, AP, CLEP and a transfer credit appeals process. As described in the catalog (p. 18), the New Mexico Higher Education Department has established policies to guarantee successful transfer of between 32-38 credit hours of completed general education core courses among New Mexico public postsecondary institutions. NMJC offers specific policies related to awarding credit for prior learning in the fields of law enforcement, corrections and automotive technology which are clearly described in the catalog. There was no reference to military credit.

The faculty-led Curriculum and Academic Standards standing committee has oversight of curriculum and academic standards for the college. The role and responsibilities of the committee are clearly described, and a flow chart illustrating curriculum development and review is provided. Faculty credentials are described fully in 3.C.2. The college is being proactive in responding to the HLC's new statement about credentials. Examination of course syllabi and conversations with faculty confirmed that students are made aware of expected learning outcomes at the course, department, and institutional level. The college provides a variety of learning resources. The College provides tutoring services through its Academic Success Center. Students noted that these services were free and valuable. In addition, tutors are also embedded in specific classes and announce face-to-face times they will be available to assist students. Online tutoring support is available 24/7 through Brainfuse. The college's Early Alert program was revised in 2014; features include: individual students can access their grades for all classes; students receive grade-based feedback within the first two weeks of courses; faculty members are able to better identify students who may be struggling in their respective courses earlier in the semester; the Academic Success Center staff is able to identify students who may have higher than normal risk of failure because they are struggling in more than one class; athletic coaches are better able to monitor student athletes with regards to their academic activity and progress. Reports can be customized to athletic teams or other identified student populations.

NMJC is extensively involved in dual credit programs. The college manages the Lea County Distance Education Consortium (LCDEC), a system of interactive television classrooms in the county's five high school districts and on NMJC's campus. Eastern New Mexico University is also a partner in LCDEC. Dual credit courses are taught using the standard college course syllabi and materials. Students can avail themselves of tutoring through Brainfuse and the college's Learning Resource Center; tutors are embedded in these classes. The majority of these classes are taught by full time NMJC faculty. Although the courses originate from the campus, faculty physically visit the high schools throughout the semester. Only high school teachers who meet the college's credential requirements may teach these classes. While the dual credit/concurrent enrollment manual does not specify faculty qualifications or faculty evaluation, it does state, "Dual Credit Professors must be approved by NJMC, and professors must meet all requirements of Dual Credit Professor Job Description." In addition to traditional dual credit courses, NMJC has an Early College High School project piloted in Fall 2014-15 for seniors only. This accelerated pilot serves as an on-ramp to college for under-prepared students, under-motivated students and a fast track for those already college bound. Students are bussed to the campus by the school districts. The college surpassed the goal of doubling Early College High School enrollment in Fall 2015 to 30, by enrolling 59 students for 2015-

2016. The college is to be commended for the quality of its efforts in this arena, particularly as the courses are provided at no- or low-cost to these students.

NMJC provided evidence that it actively seeks external program accreditation. Examples include State accreditation of law enforcement and corrections officers, State Alternative Licensure for Elementary Education Teachers, ACEN accreditation for ADN program, NATEF for Automotive Technology, and State licensure for Cosmetology.

The College evaluates the success of its graduates. In its Assurance Argument, the college presented data obtained from the Student Clearinghouse on student transfer notes that 28.6% of the 2009 cohort and 36.5% of the 2011 cohort transferred. NMJC does not have data on student intentions to transfer against which to confirm these Student Clearinghouse data. The College says that they do not have a firm grasp on student transfer intentions. Recent analysis of graduates suggests that the preponderance of students receiving AA, AS, and AAS degrees stop with that achievement. Preliminary information suggests that 75% plus of NMJC degree graduates stop with their associate degree and remain in the local community. The College states that they are "working to develop a deeper understanding of these students and their aspirations as the students consider their higher education options." As part of this research, the College intends to dig deeper into student transfer objectives as well as their success once they do transfer. Conversations with senior staff confirmed that the College was pursuing several methods to track graduates. Technical programs have actively recruited successful graduates who work in the region to serve on program advisory boards. The College is able to obtain some labor market data that serves to track students who are employed within the state. NMJC works closely with other colleges to assist students with transfer.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC shows evidence that a continuous effort is being made to assess student learning as demonstrated in its clearly stated goals and the collection of assessment data since 2008. It assesses student learning at three levels: course, department/program, and institutional. Course syllabi include all three levels; discussion with faculty indicated that they attempt to make these goals explicit to students during the introductory period of the course.

The three institutional learning outcomes in communication, critical thinking and problem solving, and self and community have been assessed with specific and focused internal and external benchmarks (ETS Proficiency Profile)/targets, key strategies and key measures. The institution has shifted from an internally developed measurement system to the ETS product in order to provide more reliable data. Two cycles of data have been collected and the general faculty response has been positive. The expansion of the collection of the artifacts from the targeted courses to the change in the process of using departmental data directly related to the institutional outcomes is commendable. NMJC exhibits how various courses (F2F, online hybrid, etc.) link to the measurable learning outcomes, assessment procedures (benchmarks, artifacts and rubrics), assessment results (passed or did not meet benchmark), and application of results to close the learning loop. For example, NCLEX results show that student learning outcomes over the years have been inconsistent. The revised implementation demonstrates that because of the analysis of the student learning outcomes, the NCLEX scores have improved from the 50th percentile to 10% of the national outcomes.

General education outcomes are also reported as part of the New Mexico Higher Education Department's requirement. These reports are shared publicly on the College's website. Learning outcomes for the co-curricular programs are not presently identified or assessed, although college administrators indicated an awareness of a need to move in this direction.

The assessment of student learning is inclusive as faculty have participated and are participating in the implementation across the various disciplines. Examples include programming in the faculty in-

service, in the natural science department assessment report (14-15), and on the faculty resource page.

Faculty involvement in assessment activity is an expectation and forms part of the FEP. There is an assessment committee, SLOAC, whose role is shifting from designing and monitoring an assessment system to data analysis and recommendations for change. Both faculty and staff serve on the committee. Institutional resources have been dedicated to create the position of Assessment Coordinator; she also has faculty responsibilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

NMJC has established a set of 10 relevant measures focused on student success (e.g., retention, persistence, placement) in cooperation with the NMHED and collects data on the same; these data are published on the institution's web site. Most recently, NMJC successfully achieved 7 of the 10 measures. Measures of student success also form part of the developing process of program review.

Data specific to retention, persistence, and completion of programs are reported in a variety of ways. The College provides Gainful Employment reports for its technical programs on the web site. The College monitors a number of outcomes at the course level. Course completion has improved from 67% to 73%, as a result of a multi-year focus on improving student engagement. Analysis of data from CCSSE, Noel Levitz, student focus groups and college outcome data, indicated a weakness in engaging students; professional development was directed toward improving this area as a first step toward improving completion. An overall student risk rate, defined as DFW course outcomes, of 30% is deemed achievable. In fact, the rate has declined from 33-34% in 2008 to 27.2% in 2014. The College attributes the decline to intervention strategies such as the Early Alert process. As part of the FEP, divisions chairs annually review the risk rate for each class and engagement efforts with the faculty and work together to suggest strategies for improvement.

Although NMJC provides IPEDs data through its web site (with links to the College Navigator, for example), not all faculty and academic leadership were familiar with this cohort. A recent initiative has been to explore the differences in achievement between full- and part-time students. At the Fall 2015 in-service, Institutional Effectiveness provide the campus with a thorough analysis, and conversations began to explore the data and to devise response strategies. The College also plans to

join the National Community College Benchmarking Project in order to obtain comparative data.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Through its Assurance Argument with supporting document, and discussions in-person with College faculty-staff, NMJC demonstrates responsibility for the quality of its educational programs, learning environments, and support services. Above all, NMJC showed how data are used to frame positions and to bring about improvements.

The College takes responsibility for the quality of educational programs, anchored by the chief academic officer and capable deans and program directors. As part of Pathways Cohort Three, NMJC participated in the Lumina Foundation DQP. Based on what it learned from the process, NMJC designed and has begun to implement a more robust process for program review than what had existed previously. The College has achieved specialized accreditations for programs such as nursing, cosmetology, and automotive. NMJC is the leader providing dual credit programs for regional high school students and careful attention is paid to ensure these students receive a learning experience similar to other students. Over 600 high school students from the five Lea County school districts participate in the dual enrollment program each semester; some students receive instruction in their high schools and others are bused to the campus for instruction. Regardless, the academic progress of dual enrollees is tracked and reported out routinely.

The College has developed a robust process for the assessment of student learning and utilizes that information to make improvements. Since the submission of a report in 2008, the college has made steady improvements in this area. Learning outcomes are connected at the course, department/program, and institutional level and made explicit to students. NMJC utilizes a variety of measures to obtain its data, and faculty are a critical component of the process.

The College monitors retention, persistence, and completion rates from several perspectives. In addition to complying with state and federal mandates, the college tracks certain data at the course level. Risk data and completion rates have been examined, and strategies implemented such as Early Alert to improve those outcomes.

The team concludes that NMJC meets Criterion Four.

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.

Rating

Met

Evidence

New Mexico Junior College is a well-resourced and well-managed institution. Its annual budget and planning processes are sufficient to meet current and future goals and needs.

The college's fiscal resources are strong, despite heavy reliance on revenue streams that are dependent on the oil and gas industry. Recognizing the cyclical nature of those revenues, the College analyzed trends and decided on a conservative annual budget of \$24.4 million. There is an annual Renovation and Repair budget of \$600,000, and the College has very little deferred maintenance. The College pays cash and is debt free; the 30 year note for the residence hall was paid off in ten years.

The College's human resources are sufficient to meet its needs; these are discussed in detail in 3.C. An immediate concern is the retirement of the long-serving president; however, his replacement is at the forefront of board discussions. As part of its efforts to attract and retain qualified personnel, the colleges has made salary adjustments since 2009. The College provides internal training opportunities, as well as departmental funding for staff to travel offsite for training. If that funding is insufficient, faculty can request supplemental funding from the VP of Instruction.

Despite its age, the college's physical plant is well maintained. In 2005, the College developed a three phase plan for its physical development. This plan has guided expansion ever since. The college

works aggressively to stay up to date technologically. The operating budget for IT is approximately \$1 million, with an additional \$400,000 for equipment. The College works on a 3-4 year rotation plan to refresh computers, especially in student labs. Most recently, the campus wifi connections have been improved. The campus is aware that its backbone will need replacing soon and has begun planning for this improvement.

NMJC's emphasis on its educational purposes is exemplified by a 32% increase in dollars budgeted for instruction and academic support since 2007 while during the same time period state funding for public institutions declined 32%. As a state institution there is no superordinate entity to whom NMJC disperses revenue.

Board members receive comprehensive briefing materials in advance of their monthly meetings. Included in the materials are monthly expenditures and revenues reports, enabling, in part, the Board's oversight role of college finances and operations to be fulfilled. Board members, institutional leadership, and faculty all characterized the budget process as "conservative." Budget managers can access live budget data from the Banner system in order to monitor their budgets. In FY12, 13, and 14, despite unqualified audits, the College did have compliance findings. In general, these were small issues that the college readily and quickly addressed. However, the college should consider whether additional training or other proactive steps might prevent reoccurrence.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The NMJC Governing Board is engaged in the College's governance according to published practices and policies contained in the Board Policy Manual. Periodic training through the Association of Community College Trustees crystallize the Board's roles and responsibilities.

Ample evidence demonstrates the NMJC Governing Board is knowledgeable about the institution. For example, the Board meets monthly in public session; prior to each meeting, Board members receive comprehensive briefing material (sample provided), including monthly expenditures and revenues reports, enabling, in part, the Board's oversight role of college finances and operations to be fulfilled. Additionally, the Board is apprised of academic programs and activities at the monthly meetings. A meeting with the Board during the campus visit confirmed the Board's connectedness to NMJC.

Eleven Standing Committees, with membership across all relevant internal stakeholders (faculty, staff, administrators), oversee instruction, student affairs, and the welfare of the staff. Committee participation provides a means of engaging in institutional governance and oversight (as does participation in the College strategic planning and budgeting processes).

The Administrative Cabinet is the specific vehicle for NMJC staff and administrators to participate in institutional governance and oversight; the Cabinet has representation from across the College. Faculty are afforded an additional opportunity to participate in instructional governance and institutional oversight through Faculty Senate. A variety of mechanisms are in place for hearing student views including use of the Noel Levitz Survey of Student Satisfaction and the Community College Survey of Student Engagement. Additionally, at a meeting covering Federal Compliance matters held during the campus visit, it was learned NMJC logs both formal and informal student complaints as a means of ensuring student needs are met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC triangulates their strategic plan, master plan, and annual budgeting process as evidenced in, among other documents, documentation from an April, 2014 Board Budget Work Session. Evidence of allocation of resources aligned with mission is exemplified in NMJC's increase in funding for instruction and academic support (a mission priority) at a time New Mexico state funding for public institutions is decreasing. NMJC's workforce and training activities, now the largest in the state, are further evidence of alignment of resources and mission.

Assessment of student learning informs operations, planning, and budgeting through a variety of processes and systems (e.g., the Academic and President's Cabinet, in-service meetings for faculty and staff, etc). For example, challenges in course persistence were uncovered by linking student success/risk data managed by the Office of Institutional Effectiveness with the Noel Levitz Survey and Community College Survey of Student Engagement. The result - a faculty-designed program to improve student course persistence in the form of a 48 hour hold on course withdrawals which showed immediate gains in the form of a decrease in the overall course withdrawal rate from 14% to below 10%. It was reported during the campus visit at a "Student Success" area of focus meeting that those students who decide to not complete the withdrawal process tend to successfully pass the course of concern with good marks.

Each component of NMJC's triangulated planning process shows evidence of encompassing the institution as a whole while considering the perspectives of internal and external constituents. This is evidenced by the description of the processes utilized to develop the current strategic and campus master plans, and the participation across campus in the annual budgeting process. Further evidence of the inclusiveness of the planning process was collected during the campus visit in the form of comments made during meetings with NMJC's leadership team and in particular with Community Partnerships and Collaborations participants. In the latter meeting, one participant remarked "As the

community has a void, NMJC finds a way to fill it."

NMJC is forced to anticipate fluctuations in revenue owing to a significant portion of its revenue being tied to oil price; wide swings in oil price impact local revenue as well as state funding. A review of economic conditions affecting College operations and finances kicks off the annual budgeting process. A conservative approach to revenue projection and most importantly not tying recurring operations to variable revenue (a practice confirmed in conversations held during the campus visit) has enabled the College to maintain reserves reported to be equal to approximately half the annual operating budget.

NMJC planning shows evidence of attention to emerging factors, particularly in the area of technology. Examples include the College's early move in 2004/05 into distance and online education through the Lea County Distance Education Consortium; the development of the first AAS and certificate program for nuclear technicians, leading to a partnership with Lockheed Martin, a global technology company; and the New Horizons Foundation partnership focusing on oil and gas technologies, advanced materials, environmental technologies, and advanced manufacturing.

A somewhat unconventional piece of evidence toward systematic planning emerged during a brief visit to the leadership team's "Strategic Planning" workroom. White boards covered the walls of the room and contained planning and budgeting strategies going back some 10 years, providing, in part, a visual means of tracking progress and advancing new priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

NMJC actively collects and utilizes data from a variety of sources to improve its performance. The Institutional Effectiveness office prepares and maintains a portfolio of annual reports, surveys, and special interest research reports and is the coordinating hub for data development, data sharing, cross-divisional communication and for quality improvement efforts. The college website IE tab presents reported data. To facilitate reporting, NMJC purchased Argos Enterprise Reporting software, a report-generating application that pulls data from Banner. Pre-built reports are available in ARGOS for Finance, Financial Aid, Housing, HR/Payroll and Student Support.

The college benchmarks against external organizations and comparative cohorts of colleges. For example, IPEDS cohorts are routinely used. The Annual Salary Survey of the Mountain States Association of Community Colleges helps track and support adjustments in salaries. The college participates in the Noel Levitz Survey of Student Satisfaction and the Community College Survey of Student Engagement (CCSSE) on a three-year cycle. Additionally, the college has participated in the new Survey of Entering Student Engagement (SENSE) and the Noel Levitz Employee Satisfaction Survey. NCLEX compares NMJC nursing data to student regional and national results.

The CCSSE leadership recently invited NMJC to join the second national cohort of the High Impact Practices Institute; two years ago the college was invited by the Commission to join the third Pathways Cohort, developed to evaluate the Lumina Foundation Degree Qualifications Profile (DQP) as a quality improvement project. In 2015, the college will join the National Community College Benchmark Project (NCCBP) to assess their core indicators of institutional effectiveness.

The college also utilizes its internal data to effect improvements. Beginning in 2010, the college began developing student risk data. In a report, Student Risk 2010-2015, risk is defined as a construct based on the student's graded experience in a course. Extending on the work of John Gardner and Clifford Adelman, NMJC began evaluating the number of at-risk students (students who receive a D,F,W, or I in a course; and those courses with DFWI rates of 30% or higher) and student risk outcomes related to instructors and student demographics. Students who are at-risk are considered to be less likely to complete a given course, continue to their next course or complete their chosen program of study. The college included Risk by Instructor data for 2009-2012. Risk by Instructor data is made available only to the instructor, his/her Dean, and the Vice President for Academics. The deans reflect on the individual faculty member's report with him/her during the annual faculty

appraisal. These data are used to develop action plans or goals for improvement over the next year. Aggregated risk data by department, division, and institution are available in the Assurance Argument.

Four years ago, the results of CCSSE and Noel Levitz data identified student engagement as a key weakness. NMJC began hosting an annual workshop for faculty in three of the last four years. The college made "engaging students" one of the six goals that faculty must respond to annually in their Faculty Evaluation Process. The college is now seeing modest, positive results in overall student success/risk reports prepared by the Office of Institutional Effectiveness.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

NMJC has demonstrated through the Assurance Argument that it has adequately planned for the future through an ongoing assessment of its assets, challenges (local, regional, and state), and opportunities. The College has been a good steward of the resources entrusted by the residents of Lea County, New Mexico and the state of New Mexico. The current strategic plan contains six objectives that underscore the College's mission. The campus, perhaps the College's greatest physical asset, is well maintained, guided by a detailed master facilities plan, and connected to the parent county (Lea County) in many civic and economic development partnerships. Further the College has invested considerable resources in educational programs and student support services, 32 percent increase since 2007, at a time when public financial support has declined 32 percent. Its detailed process to projecting revenues over a multi-year cycle has resulted in maintaining essential services without alarm due to fluctuations in revenue due to the local economic which is oil dependent. The low student tuition rate allows for and supports access, one of the hallmarks of the College. The College invests in its employees--faculty, staff, and administrative leadership. Resources are earmarked for professional development, including conference travel and registration, pursuit of higher educational credentials, and on-campus growth experiences. The team concludes that NMJC meets Criterion Five.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

New Mexico Junior College (NMJC or the College) provided ample evidence that it meets Criterion One with a clearly stated mission statement universally understood and practiced throughout the College. The mission, and associated vision and core values, are displayed on the campus and website. The Board of Trustees reflects race/ethnic and gender diversity and exhibits sound judgment in terms of shaping and approving the College's strategic plan. The Board will be challenged to fill the College President's position, given the litany of accomplishments and high regard held for the current office holder.

NMJC produced evidence that it operates with integrity by adherence to its published policies and procedures in accordance with Criterion Two. These policies and procedures are located on the College's website and available, upon request, in hard copy. The College follows fiscal management policy that results in clean financial audits using multiple levels of external and internal controls.

NMJC fulfills Criterion Three by offering appropriate programs of study for higher education institutions. The highly qualified faculty deliver courses online and in-person for the various certificates and associate degrees. A general education component is embedded into all academic programs that serves to provide students with a set of academic and life skills necessary for them to compete in four-year institutions or the world-of-work. The College also provides students with tools to ensure their academic success, including a state-of-the art library, free student-to-student tutoring, writing and math labs, and faculty office hours. Distance education students are offered a wide array of student services designed to mirror, as best as possible, the on-campus experience.

The College takes responsibility for the quality of its educational programs and learning environments. The College assesses student learning at the course, program, and general education levels. It has in place a robust system for program review and maintains its specialized accreditations for nursing, cosmetology, and automotive services. Moreover, NMJC has an elaborate system of gathering evidence and using the information to inform curricular change. Under the auspices of Student Affairs, the College has begun and are encouraged to accelerate program review processes for non-academic delivered services, such as enrollment management, financial aid (other than already mandated by DOE), student life, disabled student services, bookstore, housing, etc. Last, the team witnessed through the leadership of Institutional Effectiveness a series of measures aimed at continuing improve on existing processes. For example, the project to place a 48 hour hold on student withdrawals and the projected quality initiative of addressing the plight of part-time student success illustrate the College's commitment to on-going improvement.

The team received sufficient evidence that NMJC plans for the future by assessing its strengths, weaknesses, opportunities, and threats and factoring that feedback into the strategic plan that guides the College's operation. The College has intentionally kept student tuition flat as a sign of its commitment to the open door concept and a recognition of hard economic times for some of its service area residents. Moving forward the College banks on its ability to maintain and grow its list of partnerships to augment incoming revenues without sacrificing quality.

The team observed and examined sufficient evidence that the College met all five Criteria for Accreditation as an Open Pathway institution. The team, therefore, recommends that IAC approve the College's request for reaccreditation.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement.

Institution under review: New Mexico Junior College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has in place a detailed process for students to express, in writing, their formal grievances covering a number of defined issues. The team found that this process, with formal, written complaints, appropriate for an institution of higher education. Further, the team applauds the College for the use of a trained criminal investigator for complaints involving personal safety, discrimination, and other related serious misconduct. The results of these investigations are forwarded to executive leadership and legal counsel for review and resolution. All complaints receive some form of follow-up action and executive leadership is responsible for reviewing the number and nature of these complaints and recorded follow-up actions to determine if a pattern exist, and, if so, what corrective actions are taken and when. The NMJC Student Complaint Form is available online through mynmjc.edu.

Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution’s transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has clear and easily understood policies for receiving transfer credits from other institutions and how the College's credits transfer to other institutions. This information is readily available to students, prospective students, parents, and others via the College's website. Further, the College's tutors use the New Mexico common core for bachelor's degrees in advising students relative to transfer to other four-year institution. The Vice President for Instruction maintains the inventory of articulation agreements. The team deems the College's transfer policies acceptable within what is reasonable and acceptable for a public, two year institution.

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College delivers online instruction mainly to high school students via interactive television (ITV) using a secure log-in and pass code protocol to students engaged in educational study with actual students enrolled in the course. The course work is led by College instructors who also, on a periodic schedule, travels to each site at least twice per term. This adds another layer of security. The log-in and pass code protocol was examined and deemed secure. In addition, the College uses proctored exams for online classes if the student enrollees do not live in Hobbs.

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a*

contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)

- ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:

- X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: As reported in the Filing, the College was issued a finding by the Department of Education (DOE) related to a student's Pell status. Records indicated that this particular student issue was resolved and the College took appropriate action to prevent a reoccurrence in the future. Further, in 2015, a finding was issued to problems associated with the TRIO Program pertaining to time-on-task reporting, expense reporting, and reporting of student outcomes. The College's proactive, detailed response was note. As for these two findings, the team is satisfied that corrective action was taken.

On the other hand, the team found the College's three-year default rates a potential source of concern given the reporting rates for the past three years. The team studied carefully the College's detailed Default Prevention Plan and spoke directly with the Director of Financial Aid, Vice President for Student Affairs, and Controller about this issue. College efforts include using New Mexico Student

Loan's default prevention services, contracting with a private agency (Inceptia) to complete a Cohort Repayment Analysis for cohort 2010, and creating an internal cross-functional Default Prevention Committee. A review of Default Prevention Committee minutes revealed that the College is earnest in its zeal to lower the default rates and to educate all parties as to the importance of all measures taken to reduce the rates. While the College has addressed the rising default rates as a cross-functional, institution-wide matter, specific responsibilities and ownership rest with Student Affairs with the Director of Financial Aid and Vice President for Student Affairs performing as champions for the issue. The team reviewed the A-133 reports and found them generally acceptable. One area of concern was the 2011-12 report in which \$1,478 in Pell grant funds were incorrectly awarded to a student.

Crime Reporting, Student Right to Know, and Satisfactory Academic Progress and Attendance policies are readily available to students and external constituents via the College's website with identified links for the catalog and student handbook. The links cover the mandated requirements regarding academic programs, financial aid, tuition cost of attendance, athletic participation, student attendance expectations, transfer policies, and the like.

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team verified that the College, indeed, does provide accurate and timely information to students and the general public. The College's catalog and student handbook are available on the website and given to students during orientation sessions or upon demand. Required disclosure information was found on the following site:

<http://www.nmjc.edu/administration/consumerinformationdisclosures.aspx>.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team can attest, through its review of materials, and in discussion with internal and external constituents, that the College openly and accurately represents itself to those it services. The primary source is the College's website, which includes links to a virtual tour of the campus and information aimed at future students. The Mark of Affiliation is displayed on the front page of the College's website.

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Both in the Filing and the Assurance Argument, the College provided evidence as to how it collects, analyzes, and uses student learning outcome data to make changes in academic programs and to modify the delivery of viral student and academic supports services. The team considers this a strength of the College.

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College is in good standing with the National Council of State Boards of Nursing for the Nursing Program.

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College fully complied with the Higher Learning Commission expectations.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

New Mexico Junior College Website

- Transfer Policy (www.nmjc.edu/student-services/counseling/academicplanning.aspx)
- Articulation Agreements (www.nmjc.edu/student-services/counseling/academicplanning.aspx)
- Student Right to Know Information (www.nmjc.edu/administration/consumerinformationdisclosures.aspx)
- College Catalog & Student Handbook (www.nmjc.edu/administration/consumerinformationdisclosures.aspx)
- Virtual Tour (www.nmjc.edu/virtualtour/)
- Future Students (www.nmjc.edu/futurestudents/)
- Mark of Affiliation (www.nmjc.edu)

Federal Compliance Filing by Institution (New Mexico Junior College)
IPEDS College Navigator Site for New Mexico Junior College

New Mexico Junior College Assurance Argument

Evidence File

- Degree Programs
- Complaints
- Hearing Training
- Student Identity
- Title IV Audit Finding
- A-133 Findings
- TRIO Actions
- Federal Default Rate
- Default Prevention
- SAP Policy
- Attendance Policy
- Brochure Samples
- Student Outcomes
- Nursing Program
- Third Party Notice

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: New Mexico Junior College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments: The majority of NMJC's programs fall between 60-65 credit hours. Nursing (71) and automotive (94) require more hours, as required by industry requirements.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments: NMJC is to be commended for maintaining a very low tuition cost.

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
 - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

General Education – SOC 213, GO 213, GE 124, HI 113

Business – Bus Law, Personal Finance

Cosmetology – Theory, Haircutting I, Mani/Pedi

Nursing – NU 105A, NU 124A

Education – ED 222

Equine – EQ 206, EQ 207

Automotive – FM 124, CM 214

Welding – WE 124

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments: NMJC policy is comprehensive. It covers all educational format and provides descriptions and exemplars.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments: The catalog provides clear information for students about program requirements. Total program credit hours and credit hours per course are provided. Courses with lab or clinical components are clearly identified.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments: Learning outcomes are identified for the course; they are also connected to program/department and institutional outcomes.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments: If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the

learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments: NMJC offers short terms within the semester as well as summer terms. In both instances the learning outcomes were appropriate and capable of being fulfilled. The same is true for courses delivered in alternative format.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments: The credit hours assigned to the courses and programs offered by NMJC are reasonable and appropriate.

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

None

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: New Mexico Junior College NM

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 11/09/2015 - 11/10/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No Change

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

ACCREDITATION ACTIVITIES:

RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025 – 2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1502 New Mexico Junior College NM

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	13
Bachelors	0
 Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
 Certificate programs	
Certificate	26

Recommended Change: No Change

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change: No Change

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change: No Change

ORGANIZATIONAL PROFILE WORKSHEET

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change: No Change

Distance Education Programs:

Present Offerings:

Certificate 15.0599 Environmental Control Technologies/Technicians, Other Nuclear Technician
Certificate Program Internet

Associate 52.0201 Business Administration and Management, General AAS in Business
Administration Internet

Certificate 15.0599 Environmental Control Technologies/Technicians, Other Radiological Control
Technician Certificate Program Internet

Associate 15.0599 Environmental Control Technologies/Technicians, Other AAS in Energy
Technology Internet

Certificate 51.3901 Licensed Practical/Vocational Nurse Training Licensed Practical Nurse Internet

Certificate 13.1210 Early Childhood Education and Teaching Early Childhood Education Internet

Certificate 15.0599 Environmental Control Technologies/Technicians, Other Energy Technician
Certificate Program Internet

Associate 43.0104 Criminal Justice/Safety Studies AAS in Criminal Justice Internet

Associate 24.0102 General Studies Associate of Arts in General Studies Internet

Associate 24.0102 General Studies Associate of Science in General Studies Internet

Associate 13.1210 Early Childhood Education and Teaching Associate of Science in Early Childhood
Education Internet

Recommended Change: No Change

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change: No Change

Contractual Relationships:

ORGANIZATIONAL PROFILE WORKSHEET

Present Offerings:
None.

Recommended Change: No Change

Consortial Relationships:

Present Offerings:
None.

Recommended Change: No Change
