New Mexico Junior College
Hobbs, New Mexico

Self-Study Report for
Continued Accreditation
2004 - 2005

Comprehensive Visit
November 7 – 9, 2005

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President

Submitted to
The Higher Learning Commission
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Special Thanks to:
Communications Department
Letter from the President

The 2004 - 2005 New Mexico Junior College Self-Study represents a collective effort by faculty and staff to evaluate its programming and services. In the self-study document, the College validated our strengths and identified areas for improvement. NMJC invites an impartial analysis of these findings.

During the second year of the self-study and following our established planning schedule, New Mexico Junior College began the strategic planning process. With a broader base of input from external constituents, the lessons learned from strategic planning strengthened the self-study. In turn, the self-study findings guided the formulation of goals and objectives in the 2005 - 2010 Strategic Plan.

Since the 1995 self-study, New Mexico Junior College has experienced major transitions:

- The College has addressed the recommendations made by the 1995 visiting team in the areas of assessment of student academic achievement, gender equity in athletics, programming to acclimate students to a rural area, and open-lab access to computers.
- The College has seen a major transition in leadership, with senior leadership averaging approximately 4 ½ years of experience in their current positions. Most of the Administrative Cabinet came to the College after the last comprehensive visit. This fresh energy places New Mexico Junior College in a position to accomplish the action items described at the end of each criterion.
- The College has made a commitment to stay current with the technological needs of students and employees. Distance delivery of courses has advanced to such a level that NMJC is now ready to request an extension of status with the Higher Learning Commission. The request to allow delivery of online degree programs is found in chapter six of the self-study.

New Mexico Junior College looks forward to sharing our findings and accomplishments during the NCA visit scheduled for November 7 - 9, 2005.

Dr. Steve McCleery, President
New Mexico Junior College
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Introduction

Brief Background of New Mexico Junior College

Lea County is located in the southeastern corner of New Mexico, approximately 325 miles southeast of Albuquerque, New Mexico, and situated at an average elevation of 4,000 feet above sea level. Lea County is characterized most often by its flat topography. The County covers 4,393 square miles, or approximately 2,822,522 acres, which is three times the size of Rhode Island and only slightly smaller than Connecticut. From north to south, the County spans 108 miles and is 44 miles across at its widest point.

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

On January 20, 1965, in the southeast corner of Lea County, New Mexico Junior College officially came into existence on the outskirts of Hobbs. The first President was employed on July 1, 1965, and classes began on September 19, 1966. The student headcount was 728 and FTE was 485.

From this modest beginning, NMJC has grown into a full-service community college with 3,361 student headcount (fall 2004), 1,789 full-time equivalency students, 328 area vocational high school students, 583 non-credit continuing education students, and 735 ABE/GED non-credit students.

Agriculture, dairy, and oil and gas are the main sources of income in Lea County. Oil and gas and oil and gas equipment tax revenue is vital to the overall operation of New Mexico Junior College, with 22% of the operational budget coming from this source. Because oil and gas prices rise and fall with a cyclical nature, the Board takes a conservative approach with these funds.

As of 2005, the direct annual output impact of New Mexico Junior College on Lea County is about $18.8 million. Each dollar of output associated with the college generates $1.28 in total economic production. NMJC generates a total output impact of over $24 million. In addition to employees already on the payroll, 179 jobs are directly supported by the presence of NMJC. Over $5.4 million is generated in wage income. This wage income equates to an average of $30,300 per job. (Economic Impact on Lea County, 6)

The growth of our community over the last decade, including the opening of a casino and racetrack, has created many opportunities for education and
collaboration. New Mexico Junior College has a supportive impact on the public schools in the area from our participation in ITV, ACT Academy, and other special programming. In addition, the college has many collaborative agreements with higher education programs throughout New Mexico and West Texas. Details of these programs are discussed throughout the self-study.
Purpose and Process of Self-Study

New Mexico Junior College's Self-Study Report plays specific roles in the Higher Learning Commission's process:

- The Self-Study Report demonstrates New Mexico Junior College’s ability to analyze its effectiveness and develop plans for improvement.
- The Self-Study Report summarizes the purposes and findings of the New Mexico Junior College self-study process.
- The Self-Study Report provides evidence that New Mexico Junior College fulfills the Commission's Criteria for Accreditation.
- The Self-Study Report succinctly summarizes the information necessary for the evaluation visit, the review process, and Commission action.
- The Self-Study Report constitutes New Mexico Junior College’s formal request for continued accreditation.

Process

The New Mexico Junior College 2004 – 2005 Self-Study process began with the exploration of self-study organization in the Administrative Cabinet in early 2002. Fall of 2003 marked the official kick-off of the process under the leadership of former Vice President of Instruction, Dr. Richard Fleming. In 2004, the Director of Learning and Assessment was appointed as the Self-Study Coordinator. The Coordinator provided leadership for the completion of the self-study that is in compliance with Higher Learning Commission criteria; guided New Mexico Junior College through a positive self-study that enhances its development and effectiveness, and looks to the future, not the past. The Coordinator worked with the President and provided Steering Committee leadership.

Upon development of an initial self-study plan and timeline, the coordinator met with the Administrative Cabinet to identify individuals to serve on the Self-Study Steering Committee and as chairs for various subcommittees. Individuals were chosen in conjunction with the following criteria:

- Diversity
- Expertise and College-wide Knowledge
- Leadership

In particular, steps were taken to involve all full-time faculty and staff. Selections for the Self-Study Steering Committee were completed in July, 2004. Several Steering Committee members attended the Higher Learning Commission's annual meeting. Selections for the expanded sub-committees were also completed in July, 2004, and the self-study plan was developed during that summer.
Self-Study Timeline

Target Dates  Activity

2003
August  Appointment of Criterion Chairs
September Criteria Committees Begin Study & Collection

2004
July 13 Kickoff of NCA Reorganization
July 26 Selected Steering Committee
Selected Self-Study Coordinator
Selected Self-Study Editor
August 9 Expanded Subcommittees
August 17 Kickoff at In-Service
First Official Committee Meetings
September 6 Designed Criterion Submission Standards
November 4 Visited by Mary Breslin, HLC Liaison

2005
January 5 Submitted All Evidence to Editor
April First Drafts of Self-Study for Revision
April 8 – 12 NCA Annual Meeting
August 15 Final Draft of Self-Study for College Review
September 1 Publication of Self-Study
September 9 Mailed Self-Study to Commission & Team Members
November 7 – 9 HLC Team Visit

Organization

Self-Study Committees

Steering Committee:

Marilyn Dill, Criterion Three Co-Chair; Associate Director of Institutional Effectiveness
Lisa Hardison, Criterions One & Two Co-Chair; Dean of Extended Learning
Renee Wharton, Criterions One & Two Co-Chair; Director of Institutional Effectiveness
Brenda Pierce, Criterion Three Co-Chair; Professor of Anatomy & Physiology
Dallas Hulsey, Criterion Four Co-Chair; Professor of English
Mary Jane Ward, Criterion Four Co-Chair; Dean of Business and Technology
Regina Organ, Criterion Five Chair; Vice President for Student Services
Greg Hammond, Self-Study Editor; Professor of English
Beth Hancock, Executive Secretary to the Vice President for Finance
Sharon Jenkins, Director of Library Services
Randy Johns, Maintenance – Shipping/Receiving Department Clerk
Bill Kunko, Director of Computer Information Systems
Patsy Lewis, Professor of Reading & Writing in Transitional Studies
Virginia Mendoza, Department Secretary - Library
JoAnn Pritchett, Grounds Supervisor
Tom Toglia, Professor of Automotive Technology
Maria Vick, Coordinator & Professor of Cosmetology
Randy Whicker, Professor of Automotive Technology
Steve McCleery, President
John Gratton, Vice President for Instruction
Dan Hardin, Vice President for Finance
Mickey Best, Dean of Math, English, Education & Transitional Studies
Kelly Holladay, Interim Dean of Arts & Sciences

Criterion One: Mission and Integrity &
Criterion Two: Preparing for the Future

Lisa Hardison, Co-Chair
Renee Wharton, Co-Chair
Charles Adams Debra Beran James Black
Charley Carroll Mike Chavez Shirley Conder
Linda Connell Kevin Dean Elaine Drennan
Ty Friend Allyson Fulton Vicky Gann
Sam Gilcrease Pat Gorman Beth Hancock
Dan Hardin Nelda Helms Sharon Jenkins
Randy Johns Linda Knoll John Lathrop
Kimberly Latimer Adanna Martin Jack McCaw
Angela McConal Virginia Mendoza Pete Mladinic
Gayla Moreno Gloria Munoz Cecilia Nelson
Wende Nolen Shannon Pipkins JoAnn Pritchett
Tom Schwartz Cyndi Stephenson Barbara Summers
Robert Turner Cheri West Garry Wilson
Ismael Zuniga

Criterion Three: Student Learning and Effective Teaching

Marilyn Dill, Co-Chair
Brenda Pierce, Co-Chair
John Baldwin Vic Berner Philip Berry
Mickey Best Sue Black Lance Caviness
Darryl Cook Randy Cook James Durham
Patty Emmerich Jose Flores Vicky Gann
Kay Goad Shelby Gowen Sondra Hutson
Tamara James Sharon Jenkins Terri Jenkins
Jennifer Jordon Russell Laverentz Patsy Lewis
Richard Lloyd Dianne Marquez Lynda Newman
Jeff McCool LaRae Phillips Patrick Prindle
John Rice Charlotte Schmitz Mary Shelton
Criterion Four: Acquisition, Discovery, and Application of Knowledge

Dallas Hulsey, Co-Chair
Mary Jane Ward, Co-Chair

Ara Baten, Willie Brown, Jennifer Cain
Wayne Cox, Karen Cummings, DeEtta Duff
Marilyn Ebler, August Fons, Ronnie Gray
Robert Guthrie, Kelly Holladay, Terry Holloman
Sonya Jimenez, Dennis Kelley, Jonna Lindsey-Marion
Shyla McGill, David Moghaddam, Shelly Murphy
Amparo Salazar, Angila Shook, Richard Steinhaus
Stephen Townsend, Oscar Vigil, Doug Vitt
Susan Waters, Lary Wilcox, Joshua Wong

Criterion Five: Engagement and Service

Regina Organ, Chair
Gayle Abbott, Olav Amundsen, Vicki Benavidez
Robert Bensing, Ray Birmingham, Lajean Burnett
Charley Carroll, Lance Caviness, Tami Cavitt
Frank Collins, Joe Garcia, Vera Gililand
Terry Halladay, Brandon Hunt, Belinda Kays
Joel Keranen, Pat Knapp, Matt Kriftcher
Bill Kunko, Ruth Luallen, Kathy Miller
Winona Miller, Donna Morley, Bill Morrill
Richard Morris, Linda Neel, Maria Ortiz
LaRae Phillips, Robert Salazar, Jerri Shields
Misty Stine, Randy Whicker, Cynthia Zambrelli

Resource Room Committee
Sharon Jenkins
Virginia Mendoza

Self-Study Goals

The 2004 - 05 Institutional Self-Study is a careful and reflective critical analysis of New Mexico Junior College as a comprehensive community college in a semi-rural environment. It measures the effectiveness of New Mexico Junior College in achieving our stated mission and goals, providing recommended solutions to
identified problems and weaknesses, and serves as a document for future assessment and planning. Objectives of the institutional self-study process include

- involving the New Mexico Junior College community, including students, faculty, staff, and district residents, in a thorough, campus-wide self-examination to determine our effectiveness in meeting our stated mission and goals;
- incorporating our findings into New Mexico Junior College’s strategic, long-range, and assessment plans to improve as a comprehensive community college; and
- enabling New Mexico Junior College to maintain continued accreditation through a rigorous, professional self-study process.

Roles and Responsibilities

Role of the President

The role of the President is to

- provide leadership for the self-study process;
- assure that the HLC Self-Study is an institutional priority;
- provide updates to the NMJC College Board in regard to the self-study; and
- support the steering committee and other self-study committees by providing the input and resources necessary to accomplish a comprehensive, evaluative self-study of New Mexico Junior College.

Role of the Self-Study Coordinator

The role of the Self-Study Coordinator is to

- coordinate all facets of the self-study process;
- provide committees with technical and resource support;
- act as a liaison with HLC staff on behalf of New Mexico Junior College.
- facilitate communication among committee members, college administration, faculty and staff, and the various constituencies of New Mexico Junior College;
- coordinate the format, design, development, and editing of the report to ensure that it speaks in “one voice” for New Mexico Junior College based on comprehensive data collection and committee reports;
- publish the Self-Study Report by September 1, 2005, in collaboration with the Steering Committee, working committees, college administration, President, and Board; and
- coordinate the Self-Study Evaluation Visit, including:
  - resource room;
  - visiting team agenda;
  - team accommodations and logistics; and
  - communications with HLC professional staff.
Role of the Steering Committee

The role of the Steering Committee is to:

- assist the Self-Study Coordinator to develop the Self-Study Plan;
- determine the goals of the Self-Study;
- establish the Self-Study calendar and timetable;
- promote college-wide involvement in the Self-Study process;
- provide a communication and collaboration link to administration, faculty, staff, and students;
- establish subcommittees, approve committee membership, and direct the work of working committees;
- review working committees’ findings; and
- make critical decisions regarding Self-Study recommendations.

Role of Committee and Sub-Committee Chairs

The role of a chair of a working committee is to:

- establish committee timelines;
- coordinate data collection and analysis;
- work with the Steering Committee to ensure appropriate internal communications;
- organize information for inclusion in the final Self-Study Report to:
  - communicate to the HLC a comprehensive overview of New Mexico Junior College;
  - give an honest assessment of the strength and action items for New Mexico Junior College; and
  - provide the information necessary to demonstrate to the HLC that New Mexico Junior College meets the criteria for accreditation.

Role of Committees and Sub-Committees

Each criterion committee is responsible for demonstrating that New Mexico Junior College is meeting the criteria for accreditation by:

- gathering data and writing an evaluative response to the criteria statements, addressing each core component, and providing patterns of evidence.
- identifying strengths and areas of concern regarding the committee’s area of responsibility based on data collection and analysis.
- involving, communicating with, and educating our internal communities regarding committee findings and recommendations.

Role of Individual Faculty and Staff

The role of all college employees is to participate in the Self-Study report for self-evaluation and qualitative improvement of the college by:

- being knowledgeable of the Self-Study purpose and process;
- actively participating in the Self-Study process to:
  - give support to the process.
  - share time, talents, and concerns.
  - participate in the committee process to:
• help formulate goals.
• provide/help gather data and input from various sources.
• help write responses;

- being prepared for the HLC Team Visit November 7 – 9, 2005 by
  ✓ being knowledgeable about New Mexico Junior College;
  ✓ supporting the accreditation effort; and
  ✓ being familiar with the New Mexico Junior College Self-Study Report.
History of Accreditation at New Mexico Junior College

New Mexico Junior College is committed to supporting and providing quality educational opportunities. The institution sought early regional accreditation on September 1, 1965, and was granted accreditation status in 1970. New Mexico Junior College is now accredited by, or holds membership in, North Central Association of Colleges and Schools, the National League for Nursing Accreditation Commission, the National Automotive Technicians Education Foundation, the American Association of Community Colleges, the Association of Community College Trustees, National Intramural & Recreational Sports Association, National Junior College Athletic Association, and others (Student Handbook, 7 - 8).

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

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

The institution submitted the Status Report in Preparation for Candidate Membership Status in the North Central Association in May 1967. NCA granted this special status following an evaluation team’s report on a November 29 - 30, 1967 visit. In May of 1969, NMJC made formal its application for accreditation and was granted accreditation for five years on April 8, 1970. NMJC applied for re-accreditation in November 1975; in July 1976, it was granted for a ten-year period. On July 15, 1985, the North Central Association granted the college accreditation for ten years and scheduled a focused evaluation for the fall of 1988 to review the governance system and faculty evaluation at the institution.

In 1995, the North Central Association granted the college accreditation for ten years.
Concerns of the 1995 NCA Report

New Mexico Junior College received a full ten-year reaccreditation confirmation following the last NCA visit in 1995. Only four concerns were noted in the 1995 team report. The following information demonstrates how NMJC addressed those concerns.

1. The NMJC plan for assessing student academic achievement is inadequate in its current form. It needs to be more cohesive and also needs to address several specific issues such as timelines and mechanisms for feedback of results. In addition, the focus of the existing plan needs to shift from determining institutional effectiveness to assessing the extent of classroom learning.

In September 1995, an evaluation team of the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools recommended that New Mexico Junior College submit a revised and appropriate plan for assessment of student academic achievement by June 30, 1996. An Assessment Committee of Student Academic Achievement consisting of seven faculty members formulated and presented a plan to the administration during the spring of 1995. The plan was subsequently submitted to the North Central Association. The focus of the plan was on commitment of the administration to the education of faculty on assessment. In 1998 - 1999, emphasis again was given for faculty to conduct assessment activities. Much data was collected, but confusion existed on what to do with the data. Faculty were sent to workshops on assessment, but problems still existed in understanding the purposes of assessment, and no systemic reporting process was developed. Assessment activities remained ill-defined and inconsistent.

Since that time, New Mexico Junior College has made great strides toward developing a rich and useful outcomes assessment process. In 2002, a new Assessment Committee was organized and was instrumental in the following advances:

- designing a focused set of student learning outcomes;
- recommending the hiring of our Director of Learning and Assessment;
- reorganizing into the highly functional Outcomes Assessment Committee;
- creating a Statement on a Assessment;
- integrating Institutional Student Learning Outcomes;
- guiding faculty and staff in the design of departmental and course outcomes; and,
- initiating an atmosphere conducive to the direct and indirect assessment of student learning campus-wide.

For an in-depth discussion of assessment in the classroom, please see Criterion Three.
2. Male NMJC students have a greater opportunity to participate in extracurricular athletics than do females because there are three sports offered for males and two for females. The college should consider addition of another sport for the females to achieve equity.

Many colleges struggle with equity in extracurricular athletics. New Mexico Junior College is no different in this regard; however, we have made improvements with current budget limitations and the feasibility of successful sporting opportunities in our service area. Since our accreditation visit in 1995, NMJC has added or continued to support the following women’s sports to offer more opportunities for our students:

- women’s basketball;
- women’s cross country;
- women’s track;
- the Thunderspirits competitive cheerleading squad; and
- women’s rodeo.

Men’s sports currently include baseball, basketball, golf, and men’s rodeo. Because of the sheer size and popularity of our baseball team, the 2005 JUCO World Series champions, NMJC will continue to work toward gender equity in our extracurricular athletics. The budget is distributed equally among men and women’s sports. On the horizon are plans to create two more sporting opportunities for women: soccer and softball.

3. Recruitment of culturally diverse out-of-district students should be accompanied by the development of an on-going program to acclimate students unfamiliar with living in a rural area.

New Mexico Junior College believes that all students need help in acclimating to college life and living in our dorms away from family and friends. We do not distinguish between our culturally diverse out-of-district students in this regard. Semester dorm orientation and student orientation class kick-off events help to acclimate all students to the higher education atmosphere. Our Director of Student Life and the Vice President for Student Services are constantly implementing and revising ideas for bringing new students into the fold of our college community. We find that dorm students, especially our out-of-district students, are a close-knit group who tend to form their own “family” to handle the stress and sense of adventure inherent in collegiate life. We believe that Hobbs, New Mexico, is a far less “rural” community today than it was ten years ago, and have developed our acclamation strategies based on that belief.
4. The college does not provide students adequate open-lab access to computers and software. Universal, monitored and secure student access to various types of machines, software and print capabilities during unscheduled student class and/or laboratory time is virtually non-existent.

In 1995, New Mexico Junior College was still struggling to become a “wired” campus. Today, there are few faculty and staff members who can remember a time when a computer could not be found in every office on campus. Expanding open-lab access has become a fundamental part of the campus IT Plan, and the following additions show our support and commitment to adequate open-lab access to computers and software:

- The IRC Resource Center has 23 computer stations with open access for any resident of our service area. It is open 72 hours per week.
- The IRC Testing Center has 43 computer stations with open access for any resident and provides Compass testing; outside college/university testing; GED testing; online testing; and any NMJC testing. It is open 72 hours per week.
- The IRC Learning Lab has 16 computer stations with open access for any resident and is scheduled for more private study, word processing, and computer work. It is open 72 hours per week.
- Mansur Hall 102 and 105 have 24 computer stations each for a total of 48. They are available for self-paced writing for any student. These labs are open five hours per week for 42 weeks from August through May of the academic year.
- Heidel Hall 108 has 33 computer stations equipped with self-paced tutorials for mathematics students. It is open five hours per week for 42 weeks from August through May of the academic year.
- The lobby of the Administration Building houses two computers for students to utilize for financial aid applications and online applications and admissions. With the opening of the expanded Ben Alexander Student Center, the number of available computers will be raised to six.
- The Student Center Internet Café houses ten computers for student use. The computers will be available, after the grand opening of the newly renovated student center, from 7 a.m. until midnight every day.
- The new student housing complex, breaking ground in September 2005, will be wired for Internet access in each room.

Many other computer labs are located on the campus with various hours for student use. New Mexico Junior College is adamant about providing universal, monitored and secure student access to these labs. Because of this, our other labs are opened when opportunity and funding align to provide these services.
New Mexico Junior College operates with integrity to ensure the fulfillment of our mission through structures and processes that involve the Board, administration, faculty, staff, and students.
Criterion One – Mission and Integrity

New Mexico Junior College operates with integrity to ensure the fulfillment of our mission through structures and processes that involve the Board, administration, faculty, staff, and students.

Core Component 1a: New Mexico Junior College's mission documents are clear and articulate publicly our commitments.

New Mexico Junior College has a long history of setting and accomplishing strategic goals and objectives. In 1990, NMJC submitted a 1990 - 1995 Strategic Five-Year Rolling Plan to the New Mexico Commission on Higher Education (Renamed the Higher Education Department in 2005). The mission of New Mexico Junior College in 1990 was to be a comprehensive community college. While the mission statements for NMJC have changed over the years in wording and length, the goal of being a comprehensive community college has remained central to the institution's role and purpose. Past and current strategic plans include goals to address opportunities and challenges. In addition, the 2002 - 2006 Strategic Plan includes task leader assignments and target completion dates to improve plan accountability. Strategic plans are maintained in the Office of Institutional Effectiveness.

The 2002 – 2006 New Mexico Junior College Strategic Plan was adopted by the Board on January 31, 2002. In 2004 - 2005, as part of NMJC's regularly scheduled strategic planning process, the College created the 2005 - 2010 Strategic Plan. The plan was approved by the Board on May 26, 2005, and includes new mission, vision, values, and goal statements. The Self-Study conclusion will provide details of the 2005 - 2010 Strategic Plan. Because planning and development of the 2005 - 2010 Strategic Plan began late in the self-study process, the New Mexico Junior College Self-Study is based on the 2002 - 2006 Strategic Plan.

BOARD-ADOPTED MISSION, OVERARCHING PRINCIPLES, & VISION

NMJC’s Patterns of Evidence:
- Mission Statement
- Overarching Principles
- Vision Statements

New Mexico Junior College's mission statement, overarching principles and key vision statements guide the overall direction of the College and highlight the goals for which NMJC is willing to be held accountable.
Mission Statement

The mission of New Mexico Junior College is to provide quality educational programs and support services and to enhance the quality of life for the communities and individuals we serve.

Instead of a single vision statement, NMJC is guided by the following seven Overarching Principles and eleven Key Vision Statements. These statements articulate key areas in which New Mexico Junior College is willing to be held accountable. In reviewing the strategic plan annual progress reports, it is evident that these statements are key to the continued success of the institution.

Overarching Principles

- Promoting Excellence
- Building Communities
- Planning Future Initiatives
- Developing Student Access
- Maintaining a Safe Environment
- Improving Financial / Human Resources
- Sharing the Vision

Vision Statements

Vision Statement 1 - New Mexico Junior College will provide the highest quality education and community services possible by maintaining an educational environment where continuous assessment ensures student learning.

Vision Statement 2 - New Mexico Junior College will strive to be a premier comprehensive community college with a focus on quality, economic development, and collaborative agreements.

Vision Statement 3 - New Mexico Junior College will do everything possible to enhance its image within the service area.

Vision Statement 4 - New Mexico Junior College will maintain a comprehensive student services package, including recruitment and retention plans, that will ensure a yearly 1% - 2% FTE growth in enrollment.

Vision Statement 5 - New Mexico Junior College shall provide a positive working environment for employees. The environment shall promote teamwork and foster trust and communication among the staff.

Vision Statement 6 - New Mexico Junior College will continually scan the
environment locally, regionally, and nationally to provide a Strategic Plan that will serve the needs of constituents.

**Vision Statement 7** - New Mexico Junior College will continue to provide modern and clean facilities, as well as provide a plan for maintaining the campus and buildings for future growth.

**Vision Statement 8** - New Mexico Junior College will provide a safe and secure environment for students, staff, and patrons.

**Vision Statement 9** - New Mexico Junior College will explore avenues to improve the institution’s financial position and resource base.

**Vision Statement 10** - New Mexico Junior College will strive to provide quality equipment.

**Vision Statement 11** - New Mexico Junior College will develop, implement, and maintain an integrated communications plan that enhances its image and promotes the vision and value of the College.

In addition, each of the vision statements includes several objectives designed to successfully complete the overall vision statement goal.

**INTERNAL & EXTERNAL CONSTITUENCIES**

The process of developing the Strategic Plan, described further in Criterion Two, is about listening and responding to internal and external constituencies. The strategic planning process and subsequent strategic plan highlight the importance NMJC places on promoting partnerships and providing services and activities to meet the needs of a continuously evolving community. The following is an overview of those who were invited to participate in the 2002 - 2006 Strategic Planning Board Work Session:

- Lea County legislators
- Lea County public schools
- Lea County municipalities
- Lea County Economic Development
- College of the Southwest
- Commission on Higher Education
- New Mexico Association of Community Colleges
- New Mexico Junior College Foundation
- Local media
- New Mexico Junior College students, faculty, staff

Representatives from each of the constituent groups listed above provided a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of NMJC.
They presented their conclusions and ideas for NMJC’s future at the Board Work Session. The wealth of information gained from internal and external constituents provided the basis for evaluating current mission documents and preparing a new strategic plan to guide the College into the future. Following participation in the Board Work Session, all strategic planning participants received a copy of the approved strategic plan, including a compilation of the SWOT Analysis results.

**ACADEMIC STANDARDS & ASSESSMENT OF STUDENT LEARNING**

Vision Statements One and Two, along with their accompanying objectives, reflect NMJC’s strong commitment to high academic standards and assessment of student learning. Vision Statement One states, NMJC “will provide the highest quality education and community services possible by maintaining an educational environment where continuous assessment ensures student learning.” Vision Statement Two states, NMJC “will strive to be a premier comprehensive community college with a focus on quality, economic development, and collaborative agreements.”

The remaining nine vision statements with their accompanying objectives provide the support for developing and maintaining high academic standards and excellence in student learning. With these statements in mind, NMJC strives to provide a quality education for students.

**EVALUATION & REVISION OF MISSION DOCUMENTS**

Every three years, during the strategic planning process, the planning team and Administrative Cabinet evaluate the current mission documents and revise as needed. The 2002 - 2006 Strategic Plan received only minor changes in wording, while the 2005 - 2010 plan underwent substantial revision to meet the changing needs of the community and the institution. Strategic Plan progress reports are presented annually to the Board in early spring and to the campus during the fall campus-wide in-service. Strategic Plan Progress Reports are maintained in the Office of Institutional Effectiveness and posted on the college website.

While each Strategic Plan is a rolling five-year plan, the Board is asked to approve a new Strategic Plan every four years. In this way, New Mexico Junior College never finds itself between plans.

**AVAILABILITY OF MISSION DOCUMENTS**

Mission documents are included in the College Catalog, Student Handbook, Employee Handbook, and Board Training Manual. Until 2005, the mission documents were included as an attachment to the Employee Handbook. In 2005, they were published as part of the handbook itself. The Mission and Vision are displayed strategically around campus and on the campus website at
www.nmjc.edu. The Mission Statement also can be found in most communications pieces, semester schedules, and course syllabi.

New Mexico Junior College also communicates the Mission Statement, Overarching Principles, and Vision Statements to constituents, the New Mexico Commission on Higher Education (New Mexico Higher Education Department as of mid-2005), state legislators, and the public through the Performance-Based Budgeting Strategic Plan and news releases.

Although the Mission Statement, Overarching Principles, and Vision Statements are available to constituents, New Mexico Junior College recognized through the self-study process that the College has not utilized fully the many opportunities to share mission documents with internal and external constituencies.

NMJC consistently does make the mission documents available to prospective students and the public through the College’s catalog and website. The mission documents are published on page seven of the New Mexico Junior College 2004 – 2005 Catalog. College catalogs are distributed free of charge to current and prospective students. The mission documents of the institution are readily available to all who access the website and can be found at Mission Statement - http://www.nmjc.edu/aboutnmjc/mission.asp. In addition, the website offers many valuable links to resources available to the College’s constituencies.
Core Component 1b: In our mission documents, New Mexico Junior College recognizes the diversity of our learners, other constituencies, and the greater society we serve.

DIVERSITY & NMJC’S MISSION

NMJC’s Patterns of Evidence:
- Mission Documents
- Enrollment Comparisons to Service Areas
- Diversity in Curriculum
- Diversity in Student Services

Mission Documents

New Mexico Junior College’s mission documents clearly state that the overarching principles of the College are to build communities, develop student access, and improve financial / human resources without regard to differences of individuals. As an open-access institution, the College endeavors to provide academic, vocational, and lifelong learning opportunities to all. In an effort to prepare students to work in a global workplace, the College offers diverse educational programs that range from Adult Basic Education (ABE) to university transfer courses. Through the provision of quality education and support programs, NMJC is committed to enhancing the quality of life for the individuals and communities it serves.

Enrollment Comparisons to Service Area

NMJC is a rural community college whose primary service area includes Lea County. Throughout the past two to three years, NMJC has made efforts to include area Texas communities as part of the service area. The College’s service area consists of 34% Hispanic, 4% Black, and 60% white. The remaining 2% consists of various other ethnicities and unreported individuals. A thorough examination of the New Mexico Junior College mission documents reflects that the College representatively serves its constituencies. The demographics of the College’s service area reveal that a large percentage of the population in the service area is low-income (state statistics are available in the Resource Room). According to state statistics, surrounding counties also are listed as economically disadvantaged. The student body and graduation rates mirror the minority communities in the service area.
An assessment of information gathered from institutional data illustrates that New Mexico Junior College’s student population is diverse in age, sex, race, income levels, and learning abilities (see Resource Room). New Mexico Junior College strives to provide an atmosphere of support to all students. However, most important is the fact that the makeup of its student body mirrors that of the minority constituency population.

The College’s Equal Opportunity Policy states the following: “New Mexico Junior College is committed to a policy of non-discrimination on the basis of race, sex, national origin, disability, or other non-merit reasons, in admissions, educational programs or activities and employment, as required by applicable laws and regulations.” This policy can be found in various locations around campus, and it is the first paragraph of the first page of the Student Handbook.

**Diversity in Curriculum**

To provide academic diversity, New Mexico Junior College offers classes at most learning levels, including transitional courses. Transitional (developmental) courses are offered in mathematics, English, reading, and ESL. NMJC also supports a strong Adult Basic Education program that assists those pursuing the GED among other educational goals. In an effort to applaud their success, GED recipients are honored at the annual graduation ceremony. NMJC currently is exploring opportunities for offering an honor’s curriculum beginning in 2006. This is a direct result of Vision One, Objective Three.

NMJC continually gathers community input and explores state and regional initiatives in workforce training, economic development, and extended learning...
in an effort to offer educational opportunities that meet the needs of a diverse college community. Workforce training, economic development, and extended learning are important focuses of Vision One and Two of the Strategic Plan.

In addition, Vision Two of the Strategic Plan provides long-range direction to the development of collaborative and partnership agreements. Through partnerships and collaborative efforts, NMJC has been able to offer its students and the community a wide array of educational offerings ranging from cake decorating to completion of a four-year degree without leaving the area. This is significant given the rural nature and economic disadvantages of the institution’s service area.

Diversity in Student Services

In another strategy to address diversity across learning levels, New Mexico Junior College’s Student Support Services (SSS) program offers free tutoring for almost every class on campus. By addressing the diversity in learning levels, SSS increases the retention completion rates of the eligible students (SSS Annual Report). Other efforts to address diversity are found in the provision of various co-curricular activities. Every student is encouraged to join at least one of the many student activities offered at NMJC. Recognizing the diverse needs of students, the College offers a variety of activities such as intramural sports and student clubs, including student government. These activities and services tie directly to NMJC mission documents through Vision Four of the Strategic Plan.

NMJC’S FUNCTION IN A MULTICULTURAL SOCIETY

The mission documents explain New Mexico Junior College’s commitment to provide learning experiences to those who live within the service area. By stating the “communities and individuals we serve,” the College has the opportunity to educate people of various cultures and experiences in its service area. In addition, New Mexico Junior College commits itself to educating students to live in a multicultural society, work in a global economy, and appreciate diversity.

Through the self-study process, New Mexico Junior College recognizes the need to increase student, staff, and faculty awareness of a multicultural society. In 2001, the NMJC Multi-cultural Awareness Task Force was created to arrange speakers, seminars, and projects relating to diversity for faculty and staff. A panel consisting of varying ethnic backgrounds was recommended, and a survey of faculty, administrators, and support staff regarding diversity was discussed. The Awareness Task Force accomplished the goal of bringing in a speaker during an annual in-service meeting. Unfortunately, the Task Force has since disbanded, but it is a goal of NMJC to revitalize this essential element of the mission through a new college standing committee.
**CODES OF BELIEF & EXPECTED BEHAVIOR**

**NMJC’s Patterns of Evidence:**
- Employee Responsibilities to the Public
- Student Responsibilities

NMJC’s commitment to honor the dignity and worth of all individuals is found in the mission itself and in the following overarching principles:

- Building Communities
- Developing Student Access
- Maintaining a Safe Environment
- Improving Financial / Human Resources

Several institutional practices, such as employee and student responsibilities, emerged as a result of these overarching principles and their accompanying vision statements, objectives, and activities.

**Employee Responsibilities to the Public**

The New Mexico Junior College Employee Handbook outlines several areas that interact to form a code of conduct. Especially noteworthy is the section titled “Responsibility to the Public” which states, among other points, that “Our success depends upon the kind of relations the College, as represented by its employees, has with the public…. We all share in building and maintaining good relations with our constituency…. The College shall be judged not only by our graduates but also by the public’s personal contact with you through correspondence, telephone conversations and visits on our campus … politeness and courtesies to the public on and off campus will help the College perform its service in a positive way” (8 – 9). NMJC employees are consistently encouraged and required by policy to treat students with dignity and respect. Employees also are provided information to assist them in carrying out day-to-day activities that are not in violation of NMJC’s anti-discrimination policy.

**Student Responsibilities**

The Student Handbook contains a Code of Conduct section that includes student responsibilities for conduct (18–19). Fall and spring New Student Orientations also address college policies relating to student conduct as well as grievance procedures. Through these policies, NMJC strives to provide a safe and respectful learning environment for all students.
Core Component 1c: Understanding of and support for the mission pervade New Mexico Junior College.

SUPPORT FOR NMJC’S MISSION

NMJC’s Patterns of Evidence:
- Shared Mission
- Educational Offerings
- Program Offerings
- Community Offerings

Shared Mission

It is difficult to assess any individual’s understanding of the New Mexico Junior College mission; however, the actions of the Board, administration, faculty, staff, and many students indicate that a majority of people support the principles of the mission in dealings with the community. To facilitate awareness and an understanding of the mission, NMJC has incorporated the topic of strategic planning into Board training and new employee orientations. The Board and campus are updated regularly on the progress of NMJC’s Strategic Plan. Since 1999, the current mission statement has been prominently placed in most campus buildings.

Through the self-study process, NMJC recognized that the level of understanding and support for the institution’s mission documents are not at a level necessary to meet the vision for the College’s future. As a result, several new initiatives are being introduced. Most significantly is a process to meet individually with work groups to ensure understanding of the College’s mission, vision, and values and, more importantly, each individual’s contribution to meeting the mission and vision of the College and upholding NMJC values. Beginning in the fall of 2005, NMJC will implement the process of ensuring that the mission statement will be added to marketing and recruiting documents as well as syllabi, stationery, and other public documents.

Consistency and support for the institution’s mission can be found by examining educational offerings, institutional programs, and community projects.

Educational Offerings

NMJC’s educational offerings are designed to meet the needs of its constituencies by including ABE, Transitional Studies, transfer, and technical, as well as Continuing Education and Workforce Development. The Small Business Development Center, located on the NMJC campus, provides business services and training for area communities. Furthermore, NMJC plans to incorporate an honors college in 2006.
Program Offerings

Programs such as TRiO support the mission of quality services designed to enhance student life by aiding academically disadvantaged constituents with class registration, tutoring in most subjects, and financial support in their college endeavors. New Mexico Junior College’s many collaborations and partnerships, including universities, colleges, concurrent enrollment of high school students, advisory committees, and business and industry reflect NMJC’s commitment to the mission documents. Partnerships for distance learning and transfer articulations with other colleges also help to provide educational opportunities for students.

Community Offerings

The expansion of the Lea County Cowboy Hall of Fame and addition of the Western Heritage Museum was approved by the Board to enhance the opportunities for community education, activities, and service. The entire community will be able to enjoy the museum’s collections, shows, and exhibits. Additionally, public use of campus facilities, library and hallway displays, art shows, performing arts productions, participation in the Lea County Fair, Women’s History month, and many other activities are some of the ways the College works to improve the quality of life for individuals in the service area.

MISSION-DRIVEN STRATEGIC DECISIONS

NMJC’s Patterns of Evidence:
- Strategic Goals
- Strategic Planning Successes

Strategic Goals

New Mexico Junior College’s major decisions are mission-driven. Decision making campus-wide is based on the mission documents. The many institutional successes are a direct result of strategic planning. NMJC regularly seeks input from its constituencies and updates the strategic plan as needed. Therefore, institutional decisions are based on current information and detailed planning.

Strategic Planning Successes

NMJC prides itself on the level of community input and engagement achieved during the strategic planning process. Projects such as the renovation and expansion of the Ben Alexander Student Learning Center and the Western Heritage Museum & Lea County Cowboy Hall of Fame emerged as part of the strategic planning process and have grown to fruition as a result of diligent attention to the strategic plan. By aligning the institution’s strategic goals and budget, NMJC has successfully completed successfully a multitude of institutional
goals that continue to meet student and community needs. The following is a partial listing of additional strategic plan successes throughout the past four years:

- JASI Administrative Software Project
- Completion of a community survey
- Complete update of the Assessment of Student Learning Plan
- Expansion of the ACT Academy, ITV, and distance education offerings
- Active pursuit of additional student campus housing
- Development and maintenance of a consistent and effective lobbying effort
- Significant increase to Foundation endowment funds
- Expansion of the NMJC taxing district into the community of Jal

**PLANNING, BUDGETING, & NMJC’S MISSION**

The College’s mission documents remain at the forefront of all decisions made during Administrative Cabinet and Board budget work sessions. The institutional budget is prepared with the mission statement in mind. During the budget process, each department is asked to provide input and documentation for requests to accomplish departmental goals. The administration reviews these requests and prioritizes based on the overall mission of the College.

**CONSISTENTLY ARTICULATED MISSION**

NMJC continues to improve its processes of engaging students, faculty and staff in the strategic planning process. Students, faculty, and staff are asked to complete a SWOT Analysis and to participate in the process of internal prioritization of objectives. While the completed strategic plan is shared campus-wide, there has not been a deep-seated ownership of the mission and goals. Hopefully, changes made in the 2005 - 2010 strategic planning and implementation processes have addressed issues of ownership, orientation, and responsibility to ensure a common interpretation of the mission documents. At this time, the College still has not found a good process for gaining student input.

Internal constituents campus-wide do have a strong sense of the purpose of NMJC: to serve students. The mission is articulated best through actions such as offering classes at convenient times for non-traditional students, payment plans for students, and working with employees’ work schedules to facilitate enrollment in classes. In addition, the NMJC Foundation continues to seek out and provide new scholarship opportunities for eligible students.
Core Component 1d: New Mexico Junior College’s governance and administrative structures promote effective leadership and support collaborative processes that enable us to fulfill our mission.

**BOARD TRAINING AND POLICIES**

The Board of New Mexico Junior College receives training and updates concerning the mission of the College, and the Board’s minutes reflect commitment to that mission. Each Board member participates in a comprehensive training process (consisting of external and internal consultants) through which they are introduced to all facets of the College. The Board Training Manual and Policy Manual are provided as references. These manuals will be updated annually. Additionally, the President’s Report at each Board meeting serves to keep the Board apprised of campus activities, program changes, and student and employee accomplishments.

The Strategic Plan is included in the Board Training Manual, and Strategic Planning is among the first policies set forth in the Policy Manual. NMJC Board members are involved actively in the strategic planning process and give final approval of the Strategic Plan. Participation in the strategic planning process, including institutional prioritization of objectives, helps ensure that the Board’s focus in day-to-day decision making remains consistent with NMJC’s mission documents.

**EFFECTIVE LEADERSHIP**

The NMJC Board effectively leads the institution by selecting a qualified and dynamic President, approving policies consistent with the institution’s mission documents, and ensuring fiscal responsibility. The Board enables the President to exercise effective leadership to ensure the institution operates in an effective manner to provide educational and enrichment opportunities to the people of the service area. The President ensures that College administrative personnel have the leadership, training and authority to make decisions necessary for their areas of responsibility to operate in an effective and efficient manner. The President is the final authority in day-to-day operations, but the various other administrators carry out their duties according to NMJC policies and the structure of each office. The Administrative Cabinet plays an active role in the governance of NMJC. The President has an open-door policy with students, faculty, and staff.

The Faculty Senate, which serves as the voice of the full-time faculty in strategic planning, consistently recommends actions to improve institutional practices. The Faculty Senate President is a member of the Administrative Cabinet and attends Board meetings. The Faculty Senate president is charged with reporting pertinent information and Board actions to the Faculty Senate. Student Government representatives also are encouraged to participate in meetings and planning sessions that benefit from student perspectives.
DISTRIBUTION OF RESPONSIBILITY

NMJC’s Patterns of Evidence:
- Organizational Chart
- Shared Governance

Organizational Chart

The flow of authority at NMJC is outlined clearly in the organizational chart. The organizational chart is located in the Employee Handbook and is approved by the Board and posted on the College’s website. The responsibilities for administration of employees have been approved by the Board and disseminated through the NMJC Employee Handbook. Updates to the handbook are presented to the Board and the College’s attorney for approval and integration into policy.
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Shared Governance

The administration encourages collaborative efforts in decision-making activities at NMJC. Standing committees are appointed by the President to recommend policies and procedures throughout the College. Through the Administrative Cabinet, Faculty Senate, Student Government, various standing committees, and public feedback, constituencies have input into College affairs.

This philosophy of shared governance, strongly implemented and supported by the President, has grown as an effective part of campus life. For example, Faculty Senate minutes reflect the various accomplishments, such as recommendations that have aided in advancing academic processes, including new drop policies, office hours for Internet-based classes, and mentoring programs for new faculty.

MISSION COMMITMENTS

To ensure that personnel within the governance and administrative structures of the College are familiar with and committed to the mission documents of the institution, NMJC includes them in the institution’s strategic planning process. Members of the Administrative Cabinet are actively involved in the strategic planning process and often serve as team leaders to ensure successful completion of institutional goals. The Administrative Cabinet, which consists of representative members of various areas of the campus, serve as an important tool for sharing pertinent information and promoting the mission of the College within their departments. In addition, the mission documents are included in the Employee Handbook, which is distributed annually to all employees. In this way, employees are provided the information highlighting institutional mission, vision, and goals.

To ensure that individuals within the governance and administrative structures are qualified to carry out their defined responsibilities, the Board reviews and approves the hiring of recommended faculty, administrators, and professional staff according to NMJC Board Policy, No. 500. In addition, the Employee Handbook contains the following statement about employee qualifications: “New Mexico Junior College is committed to employing and retaining highly qualified individuals who are trained and skilled in the area of their appointed responsibility, who understand and support the basic characteristics of community college concepts, who understand the demographics of its service area, and who show a willingness to work in harmony and cooperation with others toward accomplishing the institutional mission.”(9).

Actions that support an understanding of the mission include the fact that many administrators at New Mexico Junior College are involved in helping the College serve the community. Administrators are encouraged to be involved and often serve as ambassadors for the College within the community. Additional efforts
such as fund raising and grant writing enhance NMJC’s ability to provide quality services.

NMJC’s current President is committed to environmental scanning, which includes staying abreast of issues concerning higher education and student learning at the state and national levels. New trends and pertinent information are shared with College employees through mechanisms such as, but not limited to, the Administrative Cabinet. In addition, the President works as an effective liaison between the employees and the Board. Important issues that emerge through committee work are shared with the Board. Open discussion sessions with the Board are often arranged by the President. In the past year, NMJC employees participated in two sessions regarding social security and compensation.

**SHARED RESPONSIBILITY**

Faculty and other academic leaders at NMJC share responsibility for the coherence of the curriculum. Faculty are actively involved in the planning of course offerings and in the development of new pedagogy for meeting course objectives. Faculty are also actively involved in the exploration and development of new modes of instructional delivery. In an effort to enhance student learning and expectations, full-time and adjunct faculty and instructional leaders have agreed upon a standardized and uniform syllabus. In addition, the Curriculum Committee and other standing committees related to curriculum and academic processes consistently have excellent faculty representation.

NMJC also subscribes to the philosophy that decisions regarding assessment of student learning must be made by faculty. The Outcomes Assessment Committee, in conjunction with the Director of Learning and Assessment, has crafted an assessment system that involves instructors and programs campus-wide.

Several policies within the Employee and Student Handbooks help ensure integrity within academic processes. These include Equal Employment Opportunity, Affirmative Action Plan, the Drug-free Workplace Policy and Program, and Academic Freedom for faculty, staff, and students (NMJC Employee Handbook, Appendices A & B, and Policy No. 300).
EFFECTIVE COMMUNICATION

NMJC’s Patterns of Evidence:
- Campus Input
- Electronic Communications
- College Communications Department
- Board Meetings
- Semester Updates
- New Student and Employee Orientation

Campus Input

Communication on and off campus is vital in the facilitation of campus governance processes and activities. Vision Eleven of the Strategic Plan focuses on an integrated communication plan to promote the vision and value of the College. The Administrative Cabinet is one of several internal mechanisms for sharing information from campus administration to faculty and staff and from students, faculty, and staff back to administration. Participation in campus standing committees also provides an effective method for communicating institutional opportunities and challenges. In addition, the President maintains an open door to students, employees, and the public.

The College utilizes survey and evaluation forms to solicit input from students, employees, and the public. In addition, campus report cards (suggestion cards) are collected in suggestion boxes strategically placed throughout campus. Individual suggestions are passed to appropriate campus personnel for action, and responses are returned to the President’s Office for review. Through the use of these forms of communication, NMJC has made several significant changes in processes and activities. For example, as a result of campus report card suggestions, NMJC now has a new food service provider.

Electronic Communications

Throughout the last decade, electronic mail has greatly enhanced communication at NMJC. The College has several distribution lists to facilitate communication with the entire campus or to specific groups such as faculty or support staff. These distribution lists provide an easy mechanism to share general announcements such as the Weekly Events Schedule with employees. Other announcements concerning Board meetings and agendas are sent via electronic mail to the Administrative Cabinet. The President, Vice Presidents, deans, and directors regularly forward pertinent information to appropriate personnel via email and the intranet. The majority of NMJC personnel have access to electronic mail and the intranet at their work stations or in Pannell Library.

Communication of day-to-day campus information is provided predominantly through the College Communications Department and the NMJC website.
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The College Communications Department produces a campus newsletter designed to communicate current campus activities to employees. In addition, the Continuing Education Department produces a calendar of weekly events that are emailed to employees on campus.

NMJC’s web presence has been greatly expanded and includes schedules for sporting events, performing arts productions, and art shows. Job announcements are posted on the website as well as in newspapers and on campus bulletin boards.

*College Communications Department*

Staff in the College Communications Department actively seek stories to publish in area newspapers and announce on radio to keep the public informed and to keep NMJC in the public’s eye. With the newly defined positions of Public Relations Director and Writer / Editor, the College looks forward to the development of a new integrated marketing plan.

*Board Meetings*

Each month, the Administrative Cabinet attends the Board meeting to facilitate the sharing of pertinent information campus-wide. Board meetings are open to the public, and employees are encouraged to attend. After the meeting, Board minutes are filed in the library for college personnel and the public to review. The NMJC Board Policies 404 and 405 support the sharing of information and highlight the importance of facilitating communication on and off campus. Board Work Sessions have been used in the past for Board members to listen to employees. In 2004 - 2005, questions about the NMJC Pay Schedule and Social Security issues led to two day-long Board Work Sessions in which faculty and staff were able to express their concerns to the Board for action.

*Semester Updates*

The President regularly schedules in-service update meetings at the beginning of each semester to keep employees informed of issues affecting NMJC, including strategic plan updates. These meetings cover legislative actions, budgeting, project progress reports, and upcoming events. A review of the agendas demonstrates that these in-service updates are also a time for the introduction of new personnel, recognition of faculty and staff achievements, and updates on changes taking place on campus. Deans also hold an update meeting at the beginning of each semester to keep faculty informed of constantly evolving educational issues and changing internal processes.

*New Student and Employee Orientation*

All new students are encouraged to attend an orientation session held at the beginning of the semester. This orientation provides a time to share policies and
expectations and develop new friendships. The Student Handbook serves as an informational guide for students.

Several versions of new employee orientation have occurred in the last few years. Currently, a three-day orientation is held for new faculty and staff who have been employed at the College within the last six months. The Employee Handbook is provided to all employees “to serve as an informational guide for employees on matters of employment and operation policies and employee benefits” (Employee Handbook, 8).

**EVALUATING STRUCTURES & PROCESSES**

Board Policy No. 201 states that NMJC “shall be committed to a system of planning as an important and necessary tool for accomplishing its stated mission.” Every three years, New Mexico Junior College engages in a two-day Strategic Planning Board Work Session that involves stakeholders from all areas of the district including the following:

- Lea County legislators
- Lea County public schools
- Lea County municipalities
- Lea County Economic Development Corporation
- College of the Southwest
- Eastern New Mexico University
- New Mexico Commission on Higher Education
- New Mexico Association of Community Colleges
- NMJC Foundation and Board members
- Local media
- NMJC students, faculty, and staff

Strategic Plan Progress Reports are produced annually and assess the effectiveness, achievements, and institutional performance as it relates to the Strategic Plan (Strategic Plan, 5). Progress reports are shared internally and externally through the institution’s website.

As a direct result of strategic planning, NMJC created an Institutional Research and Planning Office in 2001 to assist the College in gathering the data necessary to effectively evaluate its structures and processes. In 2003, the College hired a Director of Assessment and Student Learning to assist in the development of effective evaluation and assessment processes and create a structured platform for assessment of student learning.

Several mechanisms are currently in effect for evaluation of specific programs or services such as residential housing, new student orientation, and grant programs. Information gleaned through evaluative processes is used to strengthen programs and improve services for students.
A recent community survey determined that the large combination of favorable and not-knowing responses suggest that the governing Board of NMJC is accessible to those who desire access. The survey also indicates that the Board is properly governing NMJC (Market Analysis of New Mexico Junior College, pp. 30 - 31).

NMJC’s Employee Handbook is modified and amended annually, or as needed. Recommendations for changes are submitted by faculty and staff. Updated pages are distributed to employees as changes are reviewed by the campus attorney and approved by the Board (8).
Core Component 1e: New Mexico Junior College upholds and protects its integrity.

The North Central Association has accredited New Mexico Junior College for several decades. As evidenced by the 2004 Market Analysis Survey, New Mexico Junior College has a reputation in the region as a high-quality educational institution. The opinions of constituents and partners are valued as the College strives to provide quality opportunities for engagement that are consistent with the mission. NMJC strives to meet the mission through a strong commitment to integrity.

ACTIVITIES & MISSION

NMJC’s Patterns of Evidence:
- NMJC Strategic Plan
- 2004 Market Analysis Survey
- Internal Surveys

New Mexico Junior College’s mission and vision can be found in many campus publications such as the college catalog, student and employee handbooks, strategic plan, and campus newsletter. The mission documents are also located on the website, along with the strategic plan and strategic plan progress reports.

NMJC Strategic Plan

The NMJC Strategic Plan, a compilation of the College’s visions, goals, and objectives for the future, is updated twice a year as critical tasks are completed by administration, staff, and faculty. This major planning document goes far in advancing the notion that NMJC is on solid ground and makes sound decisions based on a precedent and a plan filtered through the College’s mission and vision statements.

2004 Market Analysis Survey

Consistent with the mission, the 2004 Market Analysis Survey, conducted by RMA Research, demonstrated overwhelmingly that NMJC served the community well. NMJC was rated highly as an affordable and accessible provider of quality education, job training, workforce development, and ranks highly in responsiveness to community and business needs. The survey also indicated NMJC is doing well in providing community and cultural activities.

Internal Surveys

Consistent with the 2004 Market Analysis Survey, the NMJC internal student satisfaction survey, the entering student survey, and graduate surveys indicate that NMJC is indeed fulfilling its mission to provide quality education and support
services that will enhance the quality of life for the communities and individuals served.

OPERATING LEGALLY, RESPONSIBLY, & WITH FISCAL HONESTY

NMJC’s Patterns of Evidence:
- Board Responsibility and Accountability
- Board Training Manual
- Fiscal Integrity

Board Responsibility and Accountability

The formulation and adoption of written policies constitute the basic method by which the Board exercises its leadership in the operation of the College. NMJC is governed by a seven-member Board elected from the Junior College district. NMJC Board Policy No. 303 outlines Board authority, composition, organization, and duties. To ensure that New Mexico Junior College acts in compliance with state and federal laws, the Board meets monthly to remain current with institutional issues, evaluate proposals for the improvement of the College, and provide final approval for fiscal and policy agenda items. The Board operates under strict guidelines and may take no action unless presented formally as part of a publicly announced meeting. This ensures that constituencies are given advance notice of meetings and a chance to be represented accordingly.

Board Training Manual

During the 2001 NMJC Strategic Planning Sessions, the need for Board training and a Board Training Manual emerged. The Board Training Manual, adopted in 2003, provides an extensive review of community college history, New Mexico Junior College history, and current institutional information. The training manual is designed to provide new and existing Board members with comprehensive information to ensure an understanding of the role and history of the community college, as well as the institutional mission. It also outlines current institutional programs, services, policies, and procedures to ensure effective Board leadership of the College. In addition to a comprehensive, multi-day, internal Board training, an external consultant provided two training sessions designed to strengthen Board effectiveness and leadership. Board Training will continue to be conducted on an annual basis.

As representatives of the Junior College district, the Board must be accessible to the constituents in their district. A recent survey, conducted in Lea County and surrounding Texas cities, suggests that members of the community feel that the Board members are accessible and doing a good job.
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**Fiscal Integrity**

In fiscal matters, New Mexico Junior College is accountable and responsible. Because local, state, and federal guidelines drive the campus policy structure, the College understands the importance of following those laws as a means to maintain a respected level of fiscal and social integrity. NMJC’s Business and Human Resource Offices are audited annually by a state-approved accounting firm. The audit is approved by the NMJC Board, as well as the state of New Mexico auditor. The NMJC Foundation also participates in an annual audit.

NMJC maintains a registered employment number from the New Mexico Department of Labor (posted in the Human Resources Office), a federal tax identification number, and operates as non-profit through IRS Code Section 115. The College is not required to file a federal tax return; however, monthly CRS-I state forms are filed which address the gross receipts tax and quarterly state withholding (941) for employees. SUTA and WC1 reports are submitted on a quarterly basis. The NMJC Board approves financial reports, including monthly expenditures, at the monthly Board meeting. The reports then become public record.

**LAWS & REGULATIONS**

New Mexico Junior College adheres to applicable laws and regulations. The College complies with the rules and regulations of the New Mexico Commission of Higher Education (currently called the Higher Education Department). College personnel regularly receive Family Educational Rights and Privacy Act (FERPA) training. New Mexico Junior College follows the provisions of the Americans with Disabilities Act of 1990 (ADA) and the Civil Rights Act.

New Mexico Junior College employees are employed based on education and experience, and state hiring practices are followed. As a reminder of this guarantee, it is common practice to post the Equal Employment Opportunity Policy (EEO) in various locations on campus, including the College Catalog, campus bulletin boards, staff newsletters, handbooks, and especially within new employee packets. Within the Equal Employment Opportunity Policy (Section IV), a directive indicates the necessity of giving fair hiring and promotional consideration to individuals who may have suffered from discrimination in the past. NMJC strives to follow this directive fully. The EEO policy is printed in both the Employee Handbook and the NMJC College Catalog.

New Mexico Junior College promotes affirmative action policies that specifically address discriminatory practices. “New Mexico Junior College shall continue to work diligently to ensure the College’s employment and personnel matters related to recruitment, employment, training, compensation, benefits, promotions, transfers, layoffs, institutionally sponsored education, social and recreational programs, and treatment of employees to be free from discriminatory practices.” (2002 Affirmative Action Policy Statement, Appendix A, Employee Handbook)
CLEAR & FAIR POLICIES

NMJC’s Patterns of Evidence:
- Board Policy Manual
- Employee Handbook
- Student Handbook & Policies

Board Policy Manual

In an effort to promote and maintain institutional integrity, NMJC has implemented institutional policies to consistently address and define interactions with internal and external constituents. The need for a Board Policy Manual emerged during the 2001 Strategic Planning Sessions. A Board Policy Manual, adopted in 2003, provides an up-to-date resource of all policies. The Board Policy Manual will be updated on an annual basis in conjunction with annual Board training efforts.

Employee Handbook

New Mexico Junior College provides adequate training for new and current employees regarding guidelines that help to create a stable and predictable working environment. The handbook is “a collection of policy and procedure information that serves as a guideline for the College” and is updated annually, or as needed (8). The Employee Welfare Committee plays a major role in recommending changes to policies within the Employee Handbook. Many updates to the Employee Handbook are employee generated and recommended by the Employee Welfare Committee and are reviewed by the President and the College’s attorney before final approval by the Board.

Student Handbook & Policies

New Mexico Junior College outlines students’ rights, privileges, and responsibilities in the Student Handbook. The handbook carefully describes Academic Requirements (9 - 13), the Student Records Policy (13 - 15), the Academic Appeals and Grievance Procedure, and the Family Educational Rights and Privacy Act (13 - 14). NMJC’s students receive a Student Handbook / Planner and an overview of main points at student orientation sessions. Student Handbooks are also available to students in the Student Life Office. Additional policies exist for dorm residents, athletes, financial aid recipients, and various instructional programs such as nursing and cosmetology. These policies are shared with students through the respective departments.

CO-CURRICULAR & AUXILIARY ACTIVITIES

New Mexico Junior College offers students enhanced opportunities for exploring personal creativity and meeting individual goals. In addition to the academic
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benefits provided, NMJC offers students an array of co-curricular activities to enhance their college experience. These activities are guided by Policy No. 102 in the Board Policy Manual, which states that “there is an obligation of the faculty to ensure that student activities are reasonable and make certain that plans for the events in question conform to general college policy.”

New Mexico Junior College maintains both intercollegiate and intramural programs, and athletes sign a code of conduct. There are also fifteen currently recognized student clubs on campus with their own organizational charters. Students participating in clubs are expected to follow the NMJC Student Code of Conduct as included in the Student Handbook (24). The Vice President of Student Services and / or the Office of Student Life monitors the activities of the clubs.

PRESENTATION OF THE COLLEGE TO THE PUBLIC

New Mexico Junior College recognizes that its work serves many different constituencies. To serve the common good, NMJC must create and maintain effective relationships within the college community. Strategic objectives spanning the past six years have placed a high level of importance on strengthening NMJC’s engagement and image within the community. Respondents from the 2004 Market Analysis Survey found the overall image of the College to be positive, with 97% of Lea County respondents stating they are satisfied with the job NMJC does for the community.

New Mexico Junior College recognizes that constituencies need to be informed in a timely manner about meetings, policies, and programs. NMJC keeps minutes of Board meetings and makes them available to constituencies. The minutes contain major expenditures and the employment of new professional staff and faculty that come before the Board. To reach a larger portion of the constituency, these minutes are now kept on the College’s website.

NMJC’s class schedules are published in the local newspapers, mailed to potential students, posted on the College website, and available in most buildings on campus. Workforce development and continuing education class schedules are mailed to clients and delivered to local businesses, as well as being published in the local newspaper.

The College Communications Department keeps the media abreast of campus happenings through press releases and the publication of the campus newsletter, Around the Circle. Full Circle, an overview of the year’s happenings, is distributed at the graduation ceremony. As part of the ongoing public relations campaign, the College Communications Department designs newspaper, radio, and television ads informing the public of daily activities at the College. A marketing plan is in place and describes how public information is disseminated.
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Criterion One

Items such as the annual budget, strategic planning, college improvement projects, and policies are presented and approved during scheduled Board meetings. These items then become part of the public record and are in keeping with accountability measures and legal requirements. The College has a formal process in place for the public to request open records documents.

RESPONSE TO COMPLAINTS & GRIEVANCES

NMJC’S Patterns of Evidence:

• Student Input and Grievance Policy
• Employee Grievance Policy
• Community Grievances

Student Input and Grievance Policy

At New Mexico Junior College, input from the students is valued. The College believes there are few better gauges of program and service effectiveness than the comments and level of satisfaction of students. To this end, NMJC has strategically placed suggestion boxes around the campus from which responses are reviewed on a weekly basis. Depending on the nature of the complaint or suggestion, the issue is pursued by the appropriate administrator or referred to a standing committee. A master list of the suggestions and corresponding actions is kept on file in the President’s Office. The student complaint process is described on page 17 of the College Catalog. The student Academic Appeals and Grievance Procedures are published on page 18 of the College Catalog. Students who wish to file a formal complaint may receive the forms from the deans, program directors, or the Vice President of Student Services and submit them for the review process.

In an effort to improve services for students, NMJC regularly surveys current students, graduates, and students who have withdrawn from the institution. Other surveys, such as the Community College Survey of Student Engagement (CCSSE), evaluate levels of student engagement and provide further assessment opportunities. Currently, results of all survey data are shared with the Administrative Cabinet for utilization in their respective areas.

Employee Grievance Policy

New Mexico Junior College employees also have grievance procedures listed in the Employee Handbook (Policy No. 401: Non-Renewal, Dismissal, Suspension, Discipline and Grievance Procedure). Through this policy, employees have the freedom to express complaints and concerns. The grievance policy outlines the exact procedures necessary to file a formal complaint. However, most informal complaints and grievances are handled through open-door policies and the use of memos, general committees, Support and Maintenance Committee meetings, Faculty Senate meetings, and suggestion boxes.
Community Grievances

The President’s office maintains a notebook of all suggestion box activity along with copies of resolutions as appropriate. Grievances received through mail, email, and phone calls are dealt with immediately by the President or his delegate. Community grievances are handled on a case-by-case basis, often in consultation with the Administrative Cabinet.
CONCLUSION

New Mexico Junior College is a future-oriented organization guided by its mission and vision statements. The mission is reviewed systemically every three years. The mission documents, specifically the vision statements and the related objectives, provide general direction for the College.

New Mexico Junior College strives to be learning-focused. The President not only serves as a liaison between the Board and employees, but also provides special sessions for the Board to be engaged and learn directly from representatives of the faculty, professional and support staff, and students. Board training and strategic planning progress reports provide Board members vital information to better ensure they have current knowledge of NMJC.

New Mexico Junior College is a connected organization with a focus on healthy internal communication and that serves the common good. Shared governance at NMJC is represented through standing committees made up of administration and staff. In addition, through electronic media and campus-wide meetings, the leadership makes a concentrated effort to keep the employees informed of legislative and other matters of College interest. NMJC recognizes that, as a comprehensive community college, our mission is to stay connected with the greater society. Our positive media relations contribute to keeping the public informed of NMJC’s work.

New Mexico Junior College is a distinctive organization with clearly stated mission documents that are communicated to our faculty, staff, and the Board. The budgeting and planning efforts are tied to the mission documents. Accountability is built into the strategic planning process and in our reporting to constituencies. Fiscal accountability occurs via reports and approvals made through our public Board meetings as well as our external auditing processes. Enrollment accountability occurs through periodic visits from state data verification personnel.
STRENGTHS

• New Mexico Junior College has a Board-adopted strategic plan that is updated and presented to the Board, the College, and the public every three years. The plan is a result of regularly scheduled and inclusive (i.e., both internal and external constituent input) strategic planning.

• New Mexico Junior College has a long history of planning as evidenced by our planning documents, strategic plans, and progress updates dating back to the College’s opening in 1965.

• New Mexico Junior College’s mission documents clearly and publicly reflect our commitments. The mission defines NMJC’s identity and dedication to meeting the community’s needs.

• New Mexico Junior College’s shared governance fosters an environment in which employees have a functioning role in decision-making processes of the College.

• New Mexico Junior College values integrity by upholding our reputation and legal responsibility.

ACTION ITEMS

• New Mexico Junior College will continue to improve our planning and evaluation processes with the goal of better connecting campus-wide planning efforts.

• New Mexico Junior College will develop a consistent process to facilitate understanding and support of our mission, vision, and values.

• New Mexico Junior College will discover ways to involve more students in the planning processes.
Criterion Two: Preparing for the Future

New Mexico Junior College’s allocation of resources and our processes for evaluation and planning demonstrate our capacity to fulfill our mission, improve the quality of our education, and respond to future challenges and opportunities.
Chapter 2

Criterion Two – Preparing for the Future

New Mexico Junior College’s allocation of resources and our processes for evaluation and planning demonstrate our capacity to fulfill our mission, improve the quality of our education, and respond to future challenges and opportunities.

Core Component 2a: New Mexico Junior College realistically prepares for a future shaped by multiple societal and economic trends.

INTRODUCTION

New Mexico Junior College has a sound foundation in planning. Throughout the College’s history, NMJC leaders have continued to move the institution forward through their insight and preparation to meet emerging needs and opportunities. Fundamental to successful planning is an awareness and understanding of the economic and societal trends impacting institutions of higher education. While NMJC does not have a formal process of environmental scanning, the College is active at multiple levels in gathering information to ensure that attention is paid to emerging demographic shifts, economic challenges and opportunities, changes in business, industry, technology, and new expectations for effectiveness and accountability. Major institutional decisions are driven by careful planning efforts that are regularly reviewed and updated to ensure continued appropriateness. Institutional decisions are closely connected to budget planning efforts to properly align resources and planning initiatives. Finally, institutional decisions are driven by a thorough understanding of the College’s heritage as well as an understanding of the environmental culture of the individuals and communities served.

Also important to NMJC is the ability to remain responsive to emerging opportunities. Careful planning is balanced with limited risk-taking to ensure the continued growth and viability of the institution. Academic and mission integrity are ensured, and risk taking is limited by creating strong internal and external relationships and openly soliciting input for decision making. NMJC’s leadership actively promotes continued internal input from the Administrative Cabinet, faculty senate, support and maintenance committee, as well as standing committees such as the curriculum, assessment, and welfare committees. The leadership is also continuously involved at the state and regional levels and at the local level with educational partners, other two- and four-year institutions, public schools, and municipalities in an effort to maintain strong relationships, build collaborative efforts, and remain abreast of emerging trends and opportunities.
UNDERSTANDING CURRENT CAPACITY THROUGH PLANNING

NMJC’s Patterns of Evidence:
- Strategic Planning
- Master Planning
- Renewal and Replacement Planning
- Technology Planning
- Fiscal Planning

NMJC planning documents indicate that New Mexico Junior College is an organization looking toward the future with realistic goals for the improvement of all institutional services. The College actively participates in multiple institutional planning processes that are addressed on a regular basis to ensure future viability and continued growth.

Fundamental to any planning effort is a clear understanding of where the College is today. Through careful evaluation of the institution’s strengths, weaknesses, opportunities, and threats, NMJC can continue building institutional plans to accomplish future goals. The following institutional plans exemplify the institution’s sound understanding of its current capacity.

Strategic Planning

Every three years, NMJC undergoes a strategic planning effort that is dependent upon extensive evaluation of the College’s strengths, weaknesses, opportunities, and threats. The College begins by compiling a thorough accounting of progress toward meeting current strategic plan goals. Internal and external constituents are then asked to share their in-depth evaluations of the College and make suggestions for needed actions to address existing and emerging issues facing NMJC. Through this process, NMJC is able to effectively assess current capacity to better enable the development of appropriate and realistic future planning efforts. The strategic planning process is continually being evaluated and improved. The Office of Institutional Effectiveness was recently created to assist in developing processes campus-wide to facilitate the coordination and success of institution-wide planning efforts.

Master Planning

NMJC’s last facilities master plan was completed in the late 1980’s. In the late 1990’s, NMJC began the process once again of creating a comprehensive facilities master plan. Due to unforeseen circumstances external to NMJC, planning efforts were not completed. In 2003, NMJC enlisted the assistance of 3D/International to provide a level II infrastructure assessment and develop a facilities master plan. The level II assessment of all campus infrastructures was completed in 2004. NMJC is currently working with 3D/International consultants to develop a systematic plan for tracking and addressing infrastructure needs.
while preparing for future growth. NMJC will be using a software package called COMET (Condition Management Estimation Technology) to assist with tracking, planning, and reporting.

NMJC is recognized by the New Mexico Commission on Higher Education (Higher Education Department, 2005) for its excellently maintained facilities. NMJC’s initial infrastructure planning and careful attention to replacement and renewal schedules have enabled the College to consistently provide well maintained buildings, classrooms, and beautiful grounds.

Following the completion of the level II assessment, NMJC and 3D/International began the process of master planning to provide the needed information and direction for campus growth and expansion. To effectively develop a master plan, NMJC needed to create a profile of facilities requirements and current capacities that will then be balanced with business issues, design issues, and market factors. 3D/International planners were on campus four days in June 2005 to gather extensive internal and external input prior to developing NMJC’s master plan. The plan is expected to be completed September 2005.

Renewal and Replacement Planning

NMJC has several internal plans that provide for the timely replacement or renewal of equipment, buildings, and surfaces campus-wide. Essential to these plans are initial and ongoing efforts of current capacity evaluation. The Institutional Equipment Replacement and Renewal Plan (ER&R) and the Building Replacement and Renewal Plan (BR&R) provide for replacement schedules on an annual basis. Similarly, the paving and roofing plans contain schedules of replacement to ensure the campus roadways, parking lots, and roofs are maintained throughout the year.

Technology Planning

The three-year IT Plan is designed to address institutional progress in the replacement and update of technology equipment. In addition, the plan exists to integrate information technology throughout the campus and to meet the technology needs of students, faculty, staff, and the community. The plan addresses emerging issues of bandwidth and wireless capabilities. Supplemental technology plans exist to address the SMART Classrooms and wireless projects in-depth. The NMJC Technology Plan must be, and is, congruent with the requirements of the state of New Mexico Information Technology Plan. Plan success is dependent upon complete knowledge of internal capacity as well as knowledge of the technological capacities of local, regional, and state entities.
Fiscal Planning

Fiscal planning at NMJC is based mainly on three levels of funding: state, local mill levy, and tuition and fees. Current state funding levels are based on enrollment numbers from three years ago. If enrollment is increased by 3%, funding levels increase. If enrollment decreases by 5%, funding levels decrease. This method of state funding has an advantage when planning for the future. NMJC has worked to increase recruitment and marketing/public relations efforts in an attempt to raise enrollments, thereby increasing state funding for the College. The local five mill levy provides additional institutional funding. NMJC maximizes its mill levy funding.

NMJC has actively increased tuition and fees to provide additional revenue for growing expenses related to student services and operational costs. Although the College annually meets with students to gather input into tuition and fee structures, the driving factor for increases in tuition and fees has been state increases in the tuition credit.

In an effort to provide effective financial planning, NMJC administrators and Board must thoroughly understand the institution’s current capacity. The Administrative Cabinet regularly meets during budget preparations to discuss funding recommendations and assist in prioritization based on expected revenues. Budget prioritizations are addressed based on the mission documents. The NMJC Board approves the budget annually.

Areas for additional institutional and scholarship funds include the NMJC Foundation and institutional grants. Careful planning in both areas can potentially provide additional funding to the College. Strategic objectives in both 1999 and 2001 included the creation of a plan to increase the College’s endowment fund. Since that time, the endowment fund has increased by over 200 percent. Strategic objectives in 2001 included employment of a full-time foundation director to assist in increasing the foundation and a full-time grant writer to evaluate and obtain institutional grants that are consistent with the mission and goals.

ENVIRONMENTAL SCANNING AND ATTENTION TO EMERGING FACTORS

NMJC’s Patterns of Evidence:
• Distance Education Planning
• Student Services Planning
• Workforce Training Planning

As stated earlier, NMJC does not have a formal process of environmental scanning. Environmental scanning takes place on multiple levels through partnerships, participation at the state, local, and regional levels, regularly
scheduled SWOT analyses, surveys of students, faculty, and community members, and through the committee structure. Careful attention is paid to larger educational system trends as well as local economic and demographic shifts. Information flows into NMJC from many sources to be evaluated by various groups on campus. It is during this evaluation phase that trends emerge and are brought forward into the planning process.

Distance Education Planning

Over the past several years, NMJC has been evaluating state and national trends for extended learning. Strategic plan objectives were formulated to continue to explore and expand

- ITV offerings;
- concurrent enrollment opportunities;
- distance education course offerings;
- creation of online degree programs;
- technology infrastructure; and the increased need for
- comprehensive technology planning.

Since 1999, NMJC’s opportunities for extended learning have grown significantly to the point that NMJC is now ready to seek accreditation (see Chapter Six). The institution has increased personnel, training, student and faculty support, and student services to meet the needs of current and future extended learning students. To supplement new start-up costs, NMJC actively searched for grant funding. In 2003, NMJC received a cooperative grant with Eastern New Mexico University – Roswell to enhance distance learning opportunities in the region.

Student Services Planning

NMJC recognized the need for additional student housing by monitoring enrollment patterns and being aware of the lack of housing in the area. Directly related to an increase in residential housing are needs for improved service and recreational opportunities for students. Strategic plan objectives and activities were developed to fund and build additional student housing and renovate and expand the student center. All student-related services will be offered in one location to enhance the College’s ability to serve students.

Workforce Training Planning

In response to the Gruen & Gruen economic survey, the Governor’s workforce initiative challenges, and the 2001 strategic planning process, NMJC has committed to provide many opportunities for workforce training. Recent initiatives include ties with industries such as the Black Gold Casino and Racetrack, Sparton Technology Inc., Leaco, Louisiana Energy Services (LES), and Oxy Petroleum. Planning has begun for a Workforce Training Center to house these initiatives.
Environmental scanning continues long after the College has decided to address an emerging issue. Planning efforts for each of the projects above continue to include internal and external constituent input as a means of assessment to ensure effective programs and service and to facilitate continuous improvement over time.

**CAMPUS ENVIRONMENT**

*NMJC’s Patterns of Evidence:*
- College Archives
- Western Heritage Museum & Lea County Cowboy Hall of Fame
- Strategic Planning and Master Planning

New Mexico Junior College holds its forty-year history and heritage as a source of pride and stability. The current Strategic Plan was built on the many achievements of previous plans. Yet the institution embraces new opportunities for innovation and growth.

During recent strategic planning meetings with the Administrative Cabinet and Board, the planning team presented an historical overview of the College ending with a glimpse of NMJC students of the future. By understanding the principles on which the College was founded, by reviewing highlights of past planning accomplishments, and by understanding the institution’s current capacity, strategic planning for the future fell into perspective.

Recent master planning efforts have taken the same course as strategic planning. Careful review of past planning efforts, past planning successes, and understanding of current capacity and future needs have all been essential to the creation of a dynamic master plan. Discussion was held across campus to determine what architectural elements need to be preserved and which can be modernized. The resulting plan will contain elements of NMJC’s history as well as elements of modern design and construction.

**College Archives**

When the second floor of Pannell Library was planned, a dedicated space was included to house the College archives. To best preserve the documents, this space has separate climate controls from the rest of the floor. After the second floor was completed in 1980, NMJC placed various types of historic material in the archive. Among the documents are copies of the College newspapers, maps of College buildings, architectural drawings and plans for the library and other campus buildings, clipping files from local newspapers, College yearbooks, and audio and video tapes of selected meetings.
Western Heritage Museum & Lea County Cowboy Hall of Fame

In an effort to preserve the heritage of Lea County, a permanent museum-quality exhibit of early Lea County western memorabilia is housed in the Lea County Cowboy Hall of Fame. Construction of the new Western Heritage Museum & Lea County Cowboy Hall of Fame began in the summer of 2004. The new facility includes a museum, Lea County Cowboy Hall of Fame, theatre, meeting rooms, and classrooms where all constituencies may learn from the region’s rich heritage. Museum exhibits and theatre presentations will significantly enhance the College’s opportunities to prepare its students to live and work in a society marked by extraordinary diversity.

Strategic Planning and Master Planning

While embracing its heritage, NMJC’s Strategic Plan and Master Plan are focused on the future. To be responsive and effective, NMJC must continue to be innovative and forward thinking. The institution has been remarkably flexible as it embraces new initiatives such as

- new technology;
- expansion of the extended learning program;
- various workforce training opportunities;
- new teaching methodologies;
- new initiatives in the provision of services to students;
- assessment initiatives; and
- partnerships and collaborative efforts.

As the institution grows, new methods of instruction and student service delivery have emerged as the College attempts to provide excellent services to students. Over the past two years, NMJC has undergone many significant changes such as a new campus-wide administrative software conversion, construction of the Western Heritage Museum and Lea County Cowboy Hall of Fame, renovation and expansion of the Ben Alexander Student Learning Center, strategic planning, infrastructure assessment, master planning, planning for new residential housing, planning for a new workforce training center, and an institutional self-study. Personnel campus-wide have willingly assumed additional responsibilities to implement the new initiatives while maintaining quality service provision in day-to-day activities.

DECISION-MAKING ABOUT ORGANIZATIONAL GOALS

Ultimately the authority for decision making about organizational goals lies with the President and the Board. At NMJC many individuals are involved in the institution’s many planning processes. Individual planning teams are designated by the President or designated alternate to complete the planning process and recommend goals to complete the initiative. For example, the strategic planning process is initiated and maintained by the Office of Institutional Effectiveness in
collaboration with a designated planning team. The planning team is responsible for completing and implementing the process, and the Office of Institutional Effectiveness is responsible for reporting strategic plan progress. Following a Board work session to gather internal and external input, the planning team prepares recommendations for strategic goals for presentation to the President and Administrative Cabinet. The President, Board, and Administrative Cabinet are actively involved in direction and prioritization. The final recommended strategic plan is presented to the Board for approval.
Core Component 2b: New Mexico Junior College’s resource base supports our educational programs and our plans for maintaining and strengthening our quality in the future.

**BUDGETING OF INSTITUTIONAL RESOURCES**

**NMJC’s Patterns of Evidence:**
- Instructional Funding
- Instructional Support
- Student Services Support
- Research and Planning Support

**Instructional Funding**

New Mexico Junior College recognizes the need to allocate significant resources for the accomplishment and maintenance of educational quality. From Fiscal Year 1997 through Fiscal Year 2005, total budgeted expenditures for Direct Instruction increased by fifty percent, from $4,593,000 to $6,890,000. Direct Instruction includes the sum of the following budgeted expense items: general academic instruction, career / technical instruction, special sessions (summer I and II), interim sessions, community education, preparatory / remedial instruction, library, educational media service, Transitional Studies, student support services, and the learning assistance center. Continued and increasing support of the College’s direct instruction represents a commitment to allocating resources toward educational quality both now and in the future.

**Instructional Support**

Educational quality is important to all facets of the College. New Mexico Junior College employees are engaged in the learning process, whether inside or outside of the classroom. As the College Catalog indicates, over two-thirds of the full-time faculty have graduate degrees in their areas. The majority of NMJC’s courses continue to be taught by full-time faculty. In addition, the faculty has access to supplies and equipment needed to ensure a quality learning experience for students. The College provides full access to information resources through its library and information technology services. The Pannell Library is a member of the Estacado Library Information Network (ELIN Consortium). The ELIN Consortium is a collaborative effort of academic (K-12 & post-secondary) and public libraries in the geographic area enabling them to share information resources and make those resources available at relatively low cost twenty-four hours a day, seven days a week. Equipment available in the computer labs and in individual classrooms enhances the College’s ability to provide educational quality.
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Student Services Support

The student center also houses many services that are designed to enhance students' learning experiences outside of the classroom. For example, the newly renovated and expanded center will provide “one-stop shopping” convenience for students as they register for classes. In addition, the facility will provide student support services such as tutoring, assessment testing, TRiO programs as well as services such as a game room, bookstore, theatre, and cyber café.

Research and Planning Support

The continuation of resources to adequately provide educational quality is dependent upon valid assessments of the strengths of existing College resources. NMJC’s planning and environmental scanning resources highlighted in Criterion 2a provide a strong basis for continued assessment of resources. In addition to carefully planning initiatives that support educational quality, NMJC has been building an institutional culture that values the use of data to drive decision making campus-wide. In 2001, the Office of Institutional Research and Planning was formed to assist in gathering information essential for evaluating current capacity and future planning. In 2005, this office increased personnel and became the Office of Institutional Effectiveness to further assist the College in assessing the strength and effectiveness of existing resources and to strengthen and improve current planning efforts campus-wide. NMJC is committed to building a culture that values effectiveness and excellence in all endeavors.

PLANNING FOR RESOURCE DEVELOPMENT TO SUPPORT QUALITY EDUCATION

NMJC’s Patterns of Evidence:
- Resource Development through Strategic Plan Initiatives
- Expansion of Financial Resources
- Development of Human Resources

Resource Development through Strategic Plan Initiatives

Strategic plans since 1999 include many objectives designed to develop the resources and processes necessary to build a culture that values the effectiveness and excellence needed to continue to provide quality educational services. Endeavors such as funding a full-time grant writer, full-time foundation director, institutional researcher, and assessment coordinator are just a few objectives that emerged directly from strategic planning. Building the Western Heritage Museum and Lea County Cowboy Hall of Fame, renovating and expanding the Ben Alexander Student Center, building additional dorms, and building a workforce training center are also direct results of strategic planning efforts.
These initiatives have come to fruition as a direct result of the College’s consistent efforts to work the strategic plan. Visions Two and Three were designed to build the partnerships, collaborative efforts, community support, and state support essential to adequately fund the initiatives. Visions Five and Nine were designed to build the human and financial resources to support the provision of quality educational services. Visions Six, Seven and Ten were designed to effectively scan the environment, assess current capacity, and secure the needed equipment and infrastructure to provide appropriate and effective quality services. Visions Four and Eleven were designed to provide comprehensive student services and marketing efforts to ensure continued institutional growth. Vision One guides the institution in the provision of the highest quality educational and community services.

Expansion of Financial Resources

New Mexico Junior College continually searches for opportunities to grow and provide greater levels of service to the college community. In addition to maximizing state funding, local mill levy, and revenues from tuition and fees, NMJC actively searches for additional sources of funding such as grants and private donations for institutional projects and scholarships. As part of the strategic plan, NMJC succeeded in building the Foundation’s endowment fund and expanding financial opportunities for the College by hiring a full-time foundation director and a full-time grant writer. Other strategic objectives included expanding NMJC’s resource base by bringing the city of Jal into its taxing district and developing a plan to increase the foundation’s endowment fund.

Development of Human Resources

New Mexico Junior College acknowledges the importance of building human resources through workplace learning and development through professional growth activities for employees. Opportunities for skill development are provided throughout the year. In addition, opportunities for external training are provided through several institutional budgets. To encourage participation, the College allows employees time off with pay to attend training sessions.

In addition, the College must continue to provide a competitive compensation and benefit package to attract and retain qualified personnel. The recent SWOT analysis uncovered several issues relating to compensation that will need to be included in future planning efforts.

Discounted / free tuition opportunities for on-campus courses encourage educational advancement. Faculty are actively encouraged to obtain their terminal degrees. The College allows the utilization of the campus ITV room for transmission of distance classes from various universities. Continuous dialogue
between NMJC and four-year institutions has resulted in several degree offerings being present in whole or in part on the NMJC campus. These opportunities benefit the greater college community as well as NMJC employees. Recently, eight faculty and staff have completed their Ed.D. through distance learning arrangements with New Mexico State University.

**FLEXIBLE PLANNING PROCESSES**

NMJC values its ability to be responsive to changing environmental conditions and emerging internal and external constituent needs. The College evaluates new opportunities in light of its mission documents and financial resources. Emerging trends are included in upcoming planning discussions to ensure that the College is adequately prepared to embrace new opportunities.

NMJC planning efforts serve as directional guidelines that lead the College forward in a manner consistent with the mission and vision. Planning documents are fluid and flexible to address the changing conditions of a dynamic organization. The College utilizes long-range planning as a guide for major initiatives as well as for day-to-day activities. For example, new course and program proposals are presented to the Curriculum Committee for timely consideration just as programs that are no longer viable are redesigned or removed. New Mexico Junior College is continually scanning the service area to provide appropriate educational opportunities and fulfill workforce needs. The College is willing to phase appropriate programs in or out to accommodate demonstrated needs.
INTRODUCTION

Like every institution of higher learning, NMJC generates a significant amount of data for reporting and accountability purposes. The College created the Office of Institutional Research and Planning in 2001 to routinely gather and interpret data, to test institutional effectiveness, and to inform planning and budgeting processes.

NMJC recognized, during the 1999 strategic planning process, that to remain viable the College needed to increase the use of data and information to improve institutional effectiveness. The 1999 Strategic Plan included two objectives to begin the process of building an institution-wide culture of information and data use for decision making. NMJC needed to identify and obtain the necessary financial and human resources to create an Office of Institutional Research and Planning. These objectives were completed in 2001.

The next phase consisted of the identification and organization of data to address institutional reporting. The Office of Institutional Research and Planning was also responsible for driving and continuously improving the strategic planning process. The focus was to provide data for major institutional decisions, to create an awareness of using sound research practice to collect data and analyze data, to serve as a collection point for institutional data, and to serve as a resource for the College. Soon, data collection efforts were in high gear, with little time left for the analysis and organization of data to evaluate institutional performance.

In 2004, NMJC began the process of prioritizing and limiting data collection efforts, improving planning processes campus-wide, and building a culture of accountability and effectiveness. Institutional goals of using data for decision making, setting and evaluating performance goals, and the campus-wide development of dependable and ongoing systems of self-evaluation are moving closer to reality. The 2005 - 2010 Strategic Planning Process once again highlighted the need for building a campus culture of effectiveness and excellence. To support this need, the Office of Institutional Effectiveness was created. The Office of Institutional Research and Planning and the Office of Assessment and Student Learning were combined and provided with additional support staff. In addition, a highly effective planning team will continue to assist in driving the strategic planning and accountability processes. The focus is now on evaluation and assessment as well as the creation of strategies for continuous improvement.
EFFICIENT SYSTEMS FOR ORGANIZATIONAL INFORMATION

NMJC has effective systems in place for collecting, analyzing, and reporting data. The majority of institutional research and reporting takes place in the Office of Institutional Effectiveness. The College is currently undergoing an administrative software conversion to SCT Banner that will greatly enhance campus accessibility to institutional data. Currently, data for individual queries must be provided through the Office of Institutional Effectiveness, the Office of Enrollment Management, or the Office of Information Technology.

Student tracking and survey data are routinely collected and prepared for dissemination to the Administrative Cabinet, who are requested to share results with their employees. The Office of Institutional Effectiveness is available to complete additional comparisons or analysis as requested.

NMJC has an approved Research Policy and an active Institutional Review Board (IRB) to review and approve internal and external research projects involving human subjects. Additional functions of the IRB include the oversight of institutional reporting to ensure accurate and timely submission of data.

EVALUATION PROCESSES PROVIDE EVIDENCE OF PERFORMANCE

NMJC’s Patterns of Evidence:
- Progress Reports
- Institutional Surveys
- Utilizing Survey Results

Progress Reports

NMJC does not have an agreed upon set of performance indicators with target expectations to gauge overall institutional effectiveness. The College regularly reports on ten state-mandated Performance-Based Budgeting Indicators. These ten indicators comprise the Performance-Based Budgeting Strategic Plan. NMJC has incorporated these indicators into the institution’s strategic plan. Progress reports for the NMJC Strategic Plan and the Performance-Based Budgeting Strategic Plan are prepared annually and posted on the NMJC website.

Institutional Surveys

In an attempt to gain baseline and comparative data to improve institutional services such as marketing, recruiting, student services, instruction, and campus environment, the Office of Institutional Effectiveness routinely administers the following surveys:
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Utilizing Survey Results

To facilitate the use of major surveys like the student satisfaction, graduate, alumni, and faculty surveys, NMJC is moving away from in-house versions to surveys that can be compared nationally among similar types of institutions.

Many other areas on campus also collect data to answer research questions, assess student learning, and evaluate program effectiveness. The Student Learning Variable Survey was administered to over 300 students in spring 2005 by students enrolled in an NMJC social psychology course. The results of the survey have been placed on the NMJC website.

Although the Office of Institutional Effectiveness has not been universally successful in facilitating efforts by individuals within the organization to utilize available data, the office has been successful in

- building awareness of the need for data;
- centralizing institutional planning and research information;
- building a culture of strategic planning accountability;
- limited engagement of the campus in design and interpretation of data;
- engaging the campus in planning efforts;
- providing research methodology and design direction;
- sharing the need to use data to drive decisions; and
- providing data for individual research projects as requested.

The Office of Institutional Effectiveness will be active in assisting strategic goal teams in the creation of action plans to accomplish strategic goals. In addition to the current ten Performance-Based Budgeting Indicators, NMJC will be preparing a dashboard consisting of major performance goals that will be tracked to evaluate institutional performance on a regular basis. The office will continue to improve and coordinate the processes of program review, scan the environment,
and plan across campus. The main focus will be on providing the campus community with the data they need, in a way they can utilize, to make informed decisions in a timely manner. Over the next few years, NMJC will continue building a campus culture that values effectiveness and excellence.

ADEQUATE SUPPORT FOR EVALUATION & ASSESSMENT PROCESSES

Over the past five years, NMJC has provided adequate support for assessment and evaluation processes. Through the institution's planning, coordinated assessment and evaluation processes are becoming a reality. The campus is not where it wants to be, but significant strides have been made as a result of the institution's commitment to provide resources (human, financial, physical) and structurally reorganize to create a future in which NMJC continuously performs better than it has in the past. The Office of Institutional Effectiveness will provide a consistent approach to evaluation and assessment to ultimately connect institutional processes to effectively inform overall planning initiatives. The office is adequately staffed and funded to support NMJC's evaluation and assessment processes.
Core Component 2d: All levels of planning align with New Mexico Junior College’s mission, thereby enhancing our capacity to fulfill that mission.

MISSION DRIVEN AND LINKED WITH BUDGETING PROCESS

NMJC’s Patterns of Evidence:
- Strategic Plans
- Linking with Funding Sources

Strategic Plans

Various types of strategic and operational planning occur on a regular basis at NMJC. Strategic planning efforts include strategic, master, fiscal, technology, and marketing planning. These planning efforts are informed by a common understanding of the mission documents and are tied to the institutional budgeting process. Planning at the operational level is currently not coordinated and has no training or oversight processes in place. Evaluation of the planning documents for large projects such as the renovation and expansion of the student center, Western Heritage Museum and Lea County Cowboy Hall of Fame, and residence halls suggest that planning is linked closely with the budget process.

Linking with Funding Sources

NMJC’s planning process takes into account the level and stability of state, federal, and other funding sources, and the process is flexible enough to compensate for shortfalls in revenue as well as unplanned increases. Strategic planning is thoroughly integrated with the legislative funding process so that strategic initiatives may be prioritized and realized. Institutional priorities of strategic initiatives are defined in the strategic planning process, and these in turn must be coordinated with budget planning. For example, when the plan calls for the implementation of new academic programs, technology, or resource changes, the budget is developed accordingly in keeping with the plan.

PLANNING EVIDENT IN OPERATIONS

NMJC’s Patterns of Evidence:
- Strategic Plan Accomplishments
- Individual Project Accomplishments

Various types of planning are occurring simultaneously at multiple levels throughout the campus from individual project planning to long-range strategic and master planning. The evidence of the College’s planning efforts can be found in the many campus-wide goal accomplishments. Some of NMJC’s strategic plan
successes such as the renovation and expansion of the student center are quite visible, while other successes merge easily into day-to-day operations.

**Strategic Plan Accomplishments**

The following are a sampling of strategic plan successes that are evident in day-to-day operations:

- Expansion of Advanced Career Technology Academy (ACT Academy) and Interactive Television offerings
- Systematic growth of online courses
- Continued development of assessment strategies
- Commitment to developing partnerships
- Support of economic development in the county
- Strengthening of the College’s image within the service area
- Enhancement of campus life for residential and commuter students
- Development and maintenance of a campus-wide recruitment plan
- Development of a Board Training Manual and systematic Board training
- Development of a Board Policy Manual
- Local, regional, and national environmental scanning
- Establishment of an Office of Institutional Research
- Sustained open communication with constituents
- Demonstrated willingness to change through response to community needs
- Development of a system that provides long-term planning for all infrastructure programs
- Refinement of the institution’s master plan
- Purchase of a new administrative software package
- Development and maintenance of the Critical Incident Plan
- Development of strategies to address potential exposure and liability
- Development of a plan to establish a substantial endowment
- Creation of a systematic approach to developing and writing grants
- Annual review of tuition and fee policies
- Maintenance and update of the Campus Technology Plan

**Individual Project Accomplishments**

Additional evidence of planning in NMJC operations can be found in the success of the College’s TRiO programs, availability of up-to-date campus technology, and well-maintained grounds and buildings. Schedules for repair, renewal, and replacement are maintained throughout the campus and are a direct result of coordinated planning and prioritization. Review of NMJC plans such as the Equipment Replacement and Renewal Plan, and the Building Replacement and Renewal Plan, the Roofing and Paving Plan, and the Technology Plan will show a committed effort to accomplishing the campus goals of maintaining excellent grounds, buildings, and equipment.
LONG-RANGE PLANNING WORKS IN A CHANGING ENVIRONMENT

NMJC’s Patterns of Evidence:
- Strategic Planning as a Foundation
- Adjusting to a Changing Environment
- Continuous Environmental Scanning

Strategic Planning as a Foundation

NMJC has a structured strategic planning process in place to provide needed information and direction to the College for growth over a five-year period. While the College uses the plan as a foundation for decision making and direction for New Mexico Junior College, the College continues to gather input and update the plan in an effort to provide quality educational programs and support services that promote student learning.

Adjusting to a Changing Environment

The process of planning does not end upon the completion of a strategic plan. In fact, the plan is considered a work-in-progress. NMJC’s strategic planning process allows for reprioritization to meet the needs of its changing environment. The planning process of annual review, evaluation, and update creates a fluid and flexible strategic plan. Completed and no longer valid activities are removed annually to a separate document, and new activities are added for the coming year to assist in meeting vision objectives.

Continuous Environmental Scanning

NMJC has taken the first step in recognizing the need for environmental scanning and long-range planning. Each year the processes are strengthened. The planning process that begins every three years has significantly added to the College’s environmental scanning and long-range planning efforts due to internal and external constituent participation in the SWOT Analysis. In addition, regular meetings with constituencies, as well as continually reviewing new technology and methodologies in the field of academics and services, provide us with data and information needed to inform long-range planning decisions.
PLANNING DOCUMENTS SHOW AWARENESS OF DIVERSE RELATIONSHIPS

NMJC’s Patterns of Evidence:
- Connecting College Services
- Connecting Needs of Constituents

Connecting College Services

Given all of the planning done at multiple levels within NMJC, the main goal is ultimately to provide quality educational programs and support services to enhance the quality of life for the communities and individuals served. Each of the strategic plan’s vision statements have a unique yet overlapping function in fulfilling the mission of NMJC. Ensuring well-maintained buildings, grounds, and equipment supports the long-term viability of the institution while enabling the College to attract and maintain students, provide a safe environment, maintain an image of excellence, and most importantly provide an environment conducive to student learning. Just as the maintenance of a current technology plan allows the institution to have state-of-the-art equipment and build an infrastructure to support the College’s technological needs, it means nothing if the College cannot improve access to services and support student learning.

Connecting Needs of Constituents

Current student center, museum, and master planning efforts are appropriate examples of the institution’s awareness of the relationship among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. Each of the planning initiatives has as its foundation significant internal and external input into the needs and desires of constituents, a solid analysis of current capacity, a predictive model for future need, a focus on creating quality learning environments enhanced by appropriate technology, and a charge of providing quality educational programs and support services to enhance the quality of life for the communities and individuals served.

PLANNING INVOLVES INTERNAL & EXTERNAL CONSTITUENTS

In reviewing NMJC’s major planning processes, it is evident that internal and external constituent participation is essential to the creation and success of planning efforts. NMJC’s strategic plan represents the collective ideas of many stakeholders including the community, the students, the faculty and staff, and the Board. Every three years NMJC engages internal and external constituents in a two-day planning work session. The College feels that it is extremely important to involve many different stakeholders in the planning process. The following is
an overview of those who were invited to participate in the 2001 and 2004 strategic planning processes:

- Lea County legislators
- Lea County public schools
- Lea County municipalities
- Lea County Economic Development Corporation
- College of the Southwest
- Eastern New Mexico University
- Commission on Higher Education (New Mexico Department of Higher Education, 2005)
- New Mexico Association of Community Colleges
- New Mexico Junior College Foundation
- Local media
- New Mexico Junior College students, faculty, and staff

Other recent planning efforts such as the student center, museum, residence hall, and master planning have also made use of significant internal and external constituent input. Annual planning processes such as budget, recruitment, assessment, and technology planning consist of representative committees who rely upon internal campus input to create appropriate plans that are consistent with NMJC’s mission and goals. NMJC’s committee structure, aimed at shared governance, has also contributed to the planning process. Suggestions from committees are incorporated into planning when appropriate.

Various areas on campus, such as the counseling department, annually bring in area representatives to discuss how to work together to best provide programs and services to students. In addition to regular advisory committee meetings, technical advisory committee members are invited annually to celebrate accomplishments and share ideas for future initiatives.

In addition, NMJC learns from its constituents through their participation in planning efforts, surveys, suggestion box comments, committee work, external advisory committees, partnerships, and community engagement. Consistent participation in legislative, Commission on Higher Education, New Mexico Association of Community Colleges, and other entities increase external support of institutional initiatives as well as institutional awareness of issues involving education.
CONCLUSION

New Mexico Junior College is a **future-oriented** organization striving to achieve its mission and vision. NMJC participates in multiple-planning efforts including periodic master planning, technology planning, and a continuously improving strategic planning process.

New Mexico Junior College is a **learning-focused** organization gaining knowledge from environmental scanning that occurs from involvement of internal and external constituencies. In addition, we learn from our participation with other New Mexico community colleges through state-mandated Performance-Based Budgeting reporting.

New Mexico Junior College is a **connected** organization partnering with entities on the local, state, and national levels. NMJC engages with education and business partners and municipalities in an effort to maintain strong relationships, build collaborative efforts, and remain abreast of emerging trends and opportunities.

New Mexico Junior College is a **distinctive** organization carrying out its mission with a commitment to the region it serves. NMJC is a self-reflective institution reflecting on the information gleaned from strategic planning, master planning, and the self-study.
STRENGTHS

- New Mexico Junior College has an established strategic planning process that effectively seeks internal and external constituent input to prepare for future needs and trends.
- New Mexico Junior College has a history of achieving its planning goals. The College continues to improve efforts to link planning with budget to ensure adequate resource allocation for plan success.
- New Mexico Junior College has strategic and operational planning efforts taking place at multiple levels within the institution.
- New Mexico Junior College has expanded and significantly improved environmental scanning over the last five years.
- New Mexico Junior College has a firm understanding of the needs of our service area and adequately plans to meet future educational needs.
- New Mexico Junior College has a structured process for Board training, as well as a regularly updated Board training manual and Board policy manual.
- New Mexico Junior College has been recognized by the New Mexico Commission on Higher Education for its strategic plan.

ACTION ITEMS

- New Mexico Junior College will develop a process to better coordinate environmental scanning efforts to inform planning and decision-making.
- New Mexico Junior College will create a process to ensure that all operational and planning efforts are informed by a common understanding of the organization’s mission, vision, and values.
- New Mexico Junior College will build a culture of effectiveness and planning.
- New Mexico Junior College will enhance planning processes to better include student input.
- New Mexico Junior College will evaluate plans and reprioritize institutional goals when necessary because of changing environments.
- New Mexico Junior College will interpret and utilize data appropriately.
- New Mexico Junior College will build a culture of continuous improvement.
- New Mexico Junior College will continue to evaluate and maintain a competitive, comprehensive benefits package in order to attract and retain qualified people.
Criterion Three: Student Learning and Effective Teaching

New Mexico Junior College provides evidence of student learning and teaching effectiveness that demonstrates we are fulfilling our educational mission.
Criterion Three – Student Learning and Effective Teaching

New Mexico Junior College provides evidence of student learning and teaching effectiveness that demonstrates we are fulfilling our educational mission.

Core Component 3a: New Mexico Junior College’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

INTRODUCTION

NMJC’s Patterns of Evidence:
- Statement on Assessment
- Institutional Student Learning Outcomes

In 1995, New Mexico Junior College submitted a plan to the North Central Association for assessment of student academic achievement. The focus of this plan was on testing and placement of students in appropriate courses. In addition, the plan included numerous institutional indirect indicators, such as graduation follow-up studies, licensing exam results, grading trends, etc.

In September 1995, an evaluation team of the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools recommended that New Mexico Junior College submit a revised and appropriate plan for assessment of student academic achievement by June 30, 1996. An Assessment Committee of Student Academic Achievement consisting of seven faculty members formulated and presented a plan to the administration during the spring of 1995. The plan was subsequently submitted to the North Central Association. The focus of the plan was on the commitment of the administration to the education of faculty on assessment issues. In 1998 - 1999, emphasis again was given for faculty to conduct assessment activities. Much data was collected, but confusion existed on what to do with the data. Faculty were sent to workshops on assessment, but problems still existed in understanding the purposes of assessment, and no systemic reporting process was developed. Assessment activities remained ill-defined and inconsistent.

Assessment efforts were rejuvenated in November 2002 with the activation of a new Assessment Committee. Through regular meetings, this faculty-led committee first focused on identifying student learning outcomes. By the end of spring 2003, the committee had adopted seven institutional student learning outcomes, studied different methods of assessing those outcomes, and recommended the hiring of an assessment coordinator.
The New Mexico Junior College Board of Trustees, upon recommendation of the administration, approved the position of Director of Learning and Assessment in April 2003. The Director’s primary responsibilities include

- providing leadership for the development and implementation of a college-wide assessment plan in conjunction with College constituencies; and
- designing, planning, and initiating professional development and learning activities that enable faculty and staff to facilitate student learning.

**Statement on Assessment**

The Assessment Committee, renamed the Outcomes Assessment Committee (OAC) in fall 2003, began work with the new Director of Learning and Assessment to refine the institutional student learning outcomes with the goal of making the outcomes more assessable. In addition, the Committee worked diligently to develop its own *Statement on Assessment* that would emphasize a step-by-step process with emphasis on improvement. This statement was developed to set a foundation to begin exploring the measurement of learning.

Although many definitions exist for outcomes assessment, the Committee developed the following statement on assessment at New Mexico Junior College:

“The assessment process begins by establishing expected learner outcomes. These outcomes lead to defining criteria that appraise student knowledge, skills, and attitudes. Appraisal results enhance student learning by providing faculty with information useful for improving pedagogies, curricula, and / or assessment strategies.” (Assessment of Student Learning Handbook, 4)

**Institutional Student Learning Outcomes**

The OAC worked throughout the 2003 - 2004 year to revise the institutional outcomes in an effort to make them assessable and efficient. The Committee understands that these stated institutional outcomes will be under constant review, revision, and possible expansion.

**Student Learning Outcomes** are the knowledge and abilities achieved by students graduating with an Associate Degree from New Mexico Junior College. Students will achieve these outcomes as well as the specific curriculum outcomes for their area of study (Adopted spring 2004 – Assessment Handbook page 4).

**Communication:**

- Comprehend information to summarize, analyze, evaluate, and apply to a specific situation.
- Communicate in an accurate, correct, and understandable manner.
Chapter 3

Criterion Three

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

Self and Community:
- Contribute to a diverse, global community.
- Practice ethical behavior in dealing with people, problems, and situations.
- Demonstrate behaviors appropriate for working in teams.

These learning outcomes are intended for students graduating with an associate’s degree. However, these outcomes affect all academic programs and ultimately all areas of the institution.

DEPARTMENTAL LEARNING OUTCOMES

NMJC’s Patterns of Evidence:
- Departmental Learning Outcomes
- Course Outcomes

In addition to the institutional learning outcomes that have been identified and communicated to faculty for New Mexico Junior College’s programs, outcomes are identified on the departmental and course level.

Departmental Learning Outcomes

At New Mexico Junior College, each academic department has developed expected student learning outcomes. As of spring 2004, departmental learning outcomes can be accessed via NMJC’s website: Department Assessment Plans - http://www.nmjc.edu/academics/assessment/departmentalassessmentplans.asp

Course Outcomes

Course syllabi, which are online and accessible to all stakeholders, contain the general and specific course objectives. The online course syllabi can be accessed by selecting Faculty Pages at http://www.nmjc.edu/academics/facultypages.asp and selecting a faculty name. Course syllabi are located on the faculty’s page for the current semester.
ASSESSMENT OF EDUCATIONAL OFFERINGS

NMJC’s Patterns of Evidence:
- Course-Level Assessment
- Departmental Assessment
- Additional Technical Program Assessment
- Institutional Assessment
- Continuing Education and Workforce Development Assessment

At New Mexico Junior College, direct and indirect assessment of student learning occurs on the course, departmental, technical program, and institutional levels.

Course-Level Assessment
Eighty-six (86%) percent of the faculty completed an online survey in fall 2004 to find indications of types of course-level assessment strategies used in the classroom. Of the indirect measures, student course evaluations (80%), background knowledge probes (53.8%), pre-tests (61.5%) and student satisfaction surveys (44.6%) were reported as the most frequently used. Direct measures most often used were comprehensive exams (76.9%), locally developed pre- and post-tests (40%), performance assessments (40%), and portfolio evaluations (38.5%). In addition, a majority of faculty (55.4%) report that they conduct an analysis of student grade distributions.

Departmental Assessment
In the current Assessment of Student Learning Plan, each academic department has the responsibility for developing and implementing its own plan. The plan includes setting a departmental timetable to assess each course offering over a period of time (Assessment of Student Learning Handbook, 10 - 14). Through the departmental plan and based on their stated departmental outcomes, faculty determine strategies for assessment and expected outcomes. To complete the cycle or “close the loop,” and based on the results of assessment activities, faculty determine an action plan for the next semester. The complete departmental assessment process is described in the Assessment of Student Learning Handbook, 2004 - 2005, beginning on page 10 or at New Mexico Junior College - Process for the Department Assessment Plan http://www.nmjc.edu/academics/assessment/processforthedeptassessmentplan.asp.

Additional Technical Program Assessment
In addition to the participation of the technical programs in the College’s departmental assessment process, direct assessment involving third-party testing is required in programs such as nursing, automotive, emergency medical technician, and law enforcement. In addition, indirect assessment of learning
occurs in the automotive and nursing programs through evaluations made by the students’ supervisors in dealerships and clinical sites.

Institutional Assessment

New Mexico Junior College has adopted an institutional portfolio model for assessment on the institutional level. In fall 2004, faculty from across the curriculum were invited to submit evidence to the Director of Student Learning and Assessment in order to evaluate the communication institutional learning outcome. The response to this invitation was much greater than anticipated. A total of 325 assignments from 13 courses were collected. A sampling of activities was taken that represented the areas of transitional studies, general education, and business and technology. In spring 2005, a scoring team, consisting of members of the Outcomes Assessment Committee, used a standardized rubric to assess approximately 50 activities. The gathered evidence is being used to build an institutional portfolio. The initial results have been compiled and are being analyzed based on the following student characteristics: hours completed, native versus transfer, and gender. The process will continue with evidence supporting the other two outcomes over the coming semesters. The institutional portfolio is in the beginning stages, and the Outcomes Assessment Committee recognizes much revision will continue. However, the institution will be able to learn much from this direct measure of assessment as it discovers the learning activities that are provided to students. The College will continue studying other methods of institutional assessment, including standardized instruments.

The Office of Institutional Research has established a schedule for administering surveys as an indirect measure of student values, engagement, satisfaction, and perceptions of learning. New Mexico Junior College has administered the Community College Survey of Student Engagement (CCSSE 2003, 2004) and the Noel-Levitz Survey of Student Satisfaction (2005). Through these two surveys and the Graduate Survey (2004), the College can establish a baseline of data that will help us determine areas for improvement.

The Office of Institutional Effectiveness completed a study two years ago to gather information on the success of our students when they transfer to New Mexico State University, Eastern New Mexico University, and College of the Southwest. With the help of these institutions, data was gathered that indicated that our transfer students do as well as the participating college’s native students. This study will be replicated in the future.

In addition to these indirect measurements of student learning, New Mexico Junior College collects and reports on ten indicators to be utilized for state performance-based funding. These state-mandated Performance-Based Indicators, developed by the New Mexico Association of Community Colleges, contain three items related to student success:

- PBI 1 – Academic Quality / Student Progress and Success
- PBI 8 – Student Persistence
- PBI 10 – Graduation Rates
In addition to the state reporting requirements, these indicators present New Mexico Junior College an opportunity to use the data to develop improvement strategies.

Continuing Education and Workforce Development Assessment

The Continuing Education Department uses class evaluation forms after a class is completed to determine areas in need of improvement. A significant change was made in the scheduling of project-based classes because of student input. Classes in stained glass, woodworking, cake decorating, pottery, and photography had been offered in an eight-hour block of time. From the evaluation results of students, the scheduling was adjusted to allow time for instructor demonstration in a class, followed by student preparation of a project at home, and a return to class for evaluation by the instructor.

AVAILABILITY OF ASSESSMENT RESULTS

NMJC’s Patterns of Evidence
- External Reporting
- Internal Reporting

Through the use of various direct and indirect methods, the results obtained through assessment of student learning are made available to internal and external constituencies, which include the students, administration, faculty, staff, the Board, the New Mexico Commission on Higher Education, program advisory committees, employers, receiving institutions, and the taxpayers in the NMJC service area.

External Reporting

The accredited career and technical programs (i.e., automotive, cosmetology, and nursing) are accountable to accrediting agencies specific to those disciplines. The Performance-Based Indicators are submitted to the New Mexico Association of Community Colleges. The Meeting Our Missions report for licensure pass rates is shared with the state legislature and published through the area media.

Internal Reporting

The Assessment of Student Learning website allows for public viewing of departmental assessment plans and results. The Assessment Matters! newsletters, which are distributed throughout campus, highlight assessment activities occurring throughout the departments. The Meeting Our Missions report for licensure pass rates is shared with the Board through the President’s Report.
FACULTY INVOLVEMENT IN ASSESSMENT

NMJC’s Patterns of Evidence

- Outcomes Assessment Committee
- Defining Departmental Learning Outcomes
- Professional Development for Assessment

New Mexico Junior College faculty have had a direct involvement in defining expected student learning outcomes at both the institutional and departmental levels, developing strategies to measure those outcomes, and developing a timeline to implement those strategies. The administration has supported the faculty in providing workshops and training on outcomes assessment.

Outcomes Assessment Committee

Institutional student learning outcomes and strategies to measure those outcomes were developed through the Outcomes Assessment Committee, which is composed of an approximately equal distribution of faculty and professional staff representing all instructional divisions. A complete list of committee members is in the Resource Room. Proposed student learning outcomes were distributed to all full-time faculty. Using input from faculty and other staff, refinements of the institutional student learning outcomes were made by the Outcomes Assessment Committee. During fall 2004 in-service, strategies used to measure institutional learning outcomes were presented to the faculty by committee members. The process and strategies used to collect and evaluate institutional expected learning outcomes may be found in NMJC’s Assessment of Student Learning Handbook, page 25. 

http://www.nmjc.edu/academics/assessment/processforcompilingtheinstitutionalportfolio.asp

Defining Departmental Learning Outcomes

Departmental learning outcomes are defined solely by faculty. During fall 2003 and spring 2004 in-services, faculty were guided through the assessment planning process as described in NMJC’s Assessment of Student Learning Handbook, beginning on page 10. A variety of strategies used to measure student learning outcomes have also been provided to faculty via in-services, classroom assessment techniques (CATS) presented through e-mail in CATS Bulletins, Assessment Matters! newsletters, and individual and departmental meetings. Faculty members are encouraged to select and implement strategies that will effectively measure their department student learning outcomes. Beginning in spring 2004, faculty have been able to access and report strategies, outcomes, and action plans for assessment through the Assessment of Student Learning pages accessed through the NMJC homepage.
Professional Development for Assessment

New Mexico Junior College values faculty input and is committed to providing opportunities for faculty to learn about the assessment process. In this regard, the College has provided the following to faculty:

- In-service days with professional speakers within the field of assessment: Tom Angelo, Cecilia Lopez, and Susan Hatfield
- Travel opportunities to assessment conferences: Indianapolis, Albuquerque, Chicago, and Ruidoso, NM
- In-services to facilitate the process of defining expected student learning outcomes and developing strategies to measure them. In-services have been presented by faculty involved with the Assessment Outcomes Committee
- Information addressing assessment strategies via CATS Bulletins, Assessment Matters!, and individual and departmental meetings facilitated by the Director of Assessment and Student Learning
- An assessment component of orientation for new full-time and adjunct faculty.

REVIEWING EFFECTIVENESS OF ASSESSMENT

The mission and scope of the Outcomes Assessment Committee contains a commitment to “Create and implement an annual review of the outcomes assessment plan.” To this end, the OAC has reviewed the pilot of gathering and scoring activities for the institutional portfolio process. Adjustments have been made for the next assessment period. In addition, the instructional deans actively participate in the Outcomes Assessment Committee and are fully aware of the intent and process of assessment. As part of the stated process and the final step in the assessment cycle, faculty are to document and discuss assessment results and action plans with their dean. It must be noted that this step has not been integrated but is seen as a possible part of the formal faculty evaluation process, but only for the purpose of exchange of ideas between the faculty and dean. The entire process is owned by the individual faculty and departments.
Core Component 3b: New Mexico Junior College values and supports effective teaching.

QUALIFIED FACULTY

NMJC’s Patterns of Evidence
- General Education Faculty
- Technical Program Faculty
- Continuing Education / Workforce Development Faculty

It is the intention of New Mexico Junior College to place well-qualified faculty into the classroom setting and to follow the Higher Learning Commission (HLC) Guidance on Determining Qualified Faculty:

- Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Further, it is assumed that successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses;
- Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching, and those teaching general education courses typically hold a master’s degree or higher and should have completed substantial graduate coursework in the discipline of those courses.

The College administration establishes the specific educational degree level and experience for faculty.

General Education Faculty

The general education faculty share teaching responsibilities in the transitional studies and the college-level courses of general education. The transitional studies program consists of Review of English I, Review of English II, Basic Reading, Developmental Reading, Reading Improvement, College Preparatory Reading, Basic Mathematics, Elementary Algebra, Math for Allied Health, and ESL. These classes are taught by faculty with bachelor’s and master’s degrees. The classes in the college-level core are taught by faculty with appropriate credentials. The following table shows the degree status of full-time faculty in the general education area:
### Degree Status of General Education Full-Time Faculty

#### 2004 - 2005

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<thead>
<tr>
<th>Degree</th>
<th>No. of Faculty*</th>
<th>% of Faculty*</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Terminal</td>
<td>8</td>
<td>19.5</td>
<td>Includes MFA, PhD, EdD</td>
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<td>Master</td>
<td>36</td>
<td>87.8</td>
<td>Includes Terminal Statistics</td>
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<tr>
<td>Master in Field</td>
<td>31</td>
<td>75.6</td>
<td>Includes Terminal Statistics</td>
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*General Education Full-Time Faculty Only (N=41)

#### Technical Program Faculty

The faculty in the Divisions of Business and Technology and Public Safety and Community Services possess a variety of educational and industry work experiences that qualify them for instructional assignments. Although some transfer options exist in the areas of accounting, business management, and criminal justice, most of the technical offerings are designed for the student who desires to enter or progress within the workforce, rather than transferring to a four-year college or university. Consequent to this, faculty who teach in these programs have different qualifications related to degree attainment. Certain faculty in these areas must possess industry credentials, especially in the areas of automotive, nursing, cosmetology, and public safety. The average work experience for full-time faculty in these areas is 10.22 years. The College subscribes to the following HLC Commission statements:

- Qualified faculty not only know what students should learn but whether and how much they learn . . .
- In addition to knowing what students should learn within specific disciplines, qualified faculty also know the broad learning objectives of the College or university for all of its students.

The full-time faculty in these areas participate fully in the College assessment and curricular activities. The following table shows the degree and industry experience status of full-time faculty in the technical areas:
### Degree Status of Technical Full-Time Faculty

#### 2004 - 2005

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<tr>
<th>Degree</th>
<th>No. of Faculty*</th>
<th>% of Faculty*</th>
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<tbody>
<tr>
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<td>Master</td>
<td>13</td>
<td>46.4 (Includes Terminal Statistics)</td>
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<td>Master in Field</td>
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<td>42.9 (Includes Terminal Statistics)</td>
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<tr>
<td>Bachelor</td>
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<td>21.4</td>
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<tr>
<td>Associate</td>
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<tr>
<td>Special License</td>
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<td>67.9</td>
</tr>
</tbody>
</table>

*Technical Full-Time Faculty Only (N=28)

### Industry Experience

#### Full-Time Technical Faculty

#### 2004 - 2005

<table>
<thead>
<tr>
<th>Degree</th>
<th>No. of Faculty*</th>
<th>Average Years Industry Experience</th>
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</thead>
<tbody>
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<td>Terminal</td>
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<td>14.0 (Includes MFA, PhD, EdD)</td>
</tr>
<tr>
<td>Master</td>
<td>13</td>
<td>7.7 (Includes Terminal Statistics)</td>
</tr>
<tr>
<td>Bachelor</td>
<td>6</td>
<td>13.2</td>
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<tr>
<td>Associate</td>
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<td>7.8</td>
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<tr>
<td>Experience Only</td>
<td>1</td>
<td>18.0</td>
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</table>

*Technical Full-Time Faculty Only (N=28)

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**Continuing Education / Workforce Development Faculty**

Continuing Education employs adjunct faculty to teach the majority of classes. However, full-time faculty or staff may also teach in some situations. For instance, faculty provided some of the training for Zia Park Casino in the areas of customer service and security. Adjunct faculty for continuing education classes are chosen from the community based on their experience, special interest, and/or recommendation from faculty who may have had the person in class. In special circumstances, instructors in areas such as defensive driving and commercial drivers licensing require special credentials.
NMJC SUPPORT OF PROFESSIONAL DEVELOPMENT

NMJC’S Patterns of Evidence
- Faculty Perception of College Support
- Administrative Support of Faculty Professional Development
- Faculty Participation in Conferences
- Institutional Memberships Related to Instruction

Faculty Perception of College Support

In fall 2004, all full-time faculty were given the opportunity to complete an online survey to measure College support of teaching. Approximately 82 percent of respondents (N=71) indicated that New Mexico Junior College supports professional development to help facilitate teaching in various environments. Survey results, located in the resource room, illustrate a variety of examples that faculty cite in support of this statement. A concern stated by some faculty was that they find it difficult to leave their classes to attend conferences.

Administrative Support of Faculty Professional Development

New Mexico Junior College faculty solely determine curricular content and strategies for instruction. This philosophy is founded in the institutional policy on academic freedom. The adopted statements regarding this assurance are included in the Employee Handbook (Policy No. 300: Employee Benefits). To support the efforts of faculty, the administration made a commitment during the 1998 - 99 academic year to establish a separate Professional Development in Instructional Support fund for faculty professional development. The fund has seen an increase of over 75 percent in the seven years since its establishment. New Mexico Junior College encourages and provides release time for faculty and staff to participate in professional development activities by providing funding for relevant conferences and workshops. In addition to the instructional support fund, individual department travel and other grants have supported professional development.

During 2002 - 2004, sixty-two faculty and staff participated in professional development activities, and twenty-seven faculty and staff participated in conferences and workshops to enhance their effectiveness and teaching abilities. To add to off-campus participation in group development activities, the College brings speakers to campus and thus reaches a greater audience.

Faculty Participation in Conferences

Faculty and instructional staff have attended a variety of conferences with a focus on the areas of critical thinking, assessment, and retention. A sampling of conferences includes the following:
In the interest of professional development, New Mexico Junior College also encourages and supports faculty and staff in presenting papers at state, regional, and national conferences. In the last two years, faculty and instructional staff have presented at the following conferences:

- Southwest Association for Developmental Education Conference
- National Association of Developmental Education Conference
- League for Innovation in the Community College’s Innovations Conference
- Western States Consortium for Faculty Development Conference
- New Mexico Association of Community Colleges Faculty Development Conference
- New Mexico Higher Education Assessment and Retention Conference

A listing of specific topics and presenters is available in the resource room.

These conferences and workshops provide knowledge and skills for faculty in order to aid in increasing student learning, creating environments and instruction responsive to the developmental needs of students, and enabling faculty to provide challenging interdisciplinary curricula that engages students in integrative ways of thinking and learning. Since the Professional Development in Instructional Support fund was established in 1999, over $127,000 has been spent for faculty and staff to participate in local, state, and national professional development opportunities.

Institutional Memberships Related to Instruction

New Mexico Junior College is an organizational member and active participant of several state, regional, and national organizations such as New Mexico Higher Education Assessment and Retention Association, The League for Innovation, Hispanic Association of Colleges and Universities, American Association of Community Colleges, and the National Institute of Staff and Organizational Development. Faculty and staff represent the College at conferences and workshops conducted by these organizations.
Chapter 3

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EVALUATION AND RECOGNITION OF EFFECTIVE TEACHING

NMJC'S Patterns of Evidence
- Faculty Evaluation Process
- Formal Recognition of Effective Teaching

Faculty Evaluation Process

The New Mexico Junior College Faculty Evaluation Process (FEP) incorporates a system of both administrative and student appraisals. NMJC has been evaluating faculty performance since the fall of 1966. Through the years, the process has undergone restructuring efforts for continuous improvement with a significant change being the elimination of merit raises.

The restructuring of the FEP included surveys and interviews of various faculty and administrators. As a result of the input from the faculty and the administration, the FEP now includes a course evaluation by the students, most recently updated in 2002, self-appraisal, and an administrative evaluation of instructor performance.

For purposes of completion and submission, the New Mexico Junior College Administration and Faculty may access the forms indicated above through the following link: http://nmjc.edu/asp-prod/OnlineSystem/home.asp.

The evaluations include the following areas with the greatest emphasis on teaching and instruction:

- Teaching / Instruction
- Advising
- Faculty Service
- Professional Service
- Creative Endeavors
- Public / Community Service

The supervising divisional dean, when scheduling allows, observes the faculty member while they are involved in teaching. The goal and purpose of the Faculty Evaluation Process is to improve instruction. In January 2006, a faculty evaluation consultant will work with faculty and administration to completely review the evaluation process.

Formal Recognition of Effective Teaching

Each year, two faculty are selected by their peers as Outstanding Professor of the Year. These faculty members are recognized at the annual commencement exercises and receive an award from two community businesses. In addition, the two faculty members are invited to attend the NISOD conference held at the
end of the next academic year. Based on the Higher Education Research Institute (HERI) Survey administered in spring 2005, 54.9 percent of the faculty stated they had received an award for outstanding teaching, compared to 47 percent of their peers in other public two-year colleges. According to the NMJC Faculty Survey on College Support of Teaching and Learning, only 52.1 percent of respondents indicated the College does enough to recognize effective teaching. In addition to the formal recognition of Outstanding Professor of the Year, the other main type of recognition cited was feedback from the division deans and student evaluations. Suggestions from the faculty for recognition included a review of the faculty evaluation process and public acknowledgment of more than two faculty each year.

As indicated by both the Community Survey (fall 2004) and HERI survey (spring 2005), the College has opportunities to publicize the academic programs and the activities of teachers to the community and to work on the value and respect shown by colleagues:

According to the Community Survey, the community has a positive perception of NMJC faculty regarding the faculty’s concern for teaching and learning and the training of faculty. However, a significant number are not aware of NMJC’s specific academic programming or specific work of the faculty in the classroom and in the community.

Possibly more significant is the perception of faculty respondents (N=50) to the HERI survey regarding the level of respect faculty at NMJC have for each other—a 48 percent positive response compared to 59.4 percent of peers at other two-year institutions; Secondly, the value that faculty respondents believe their peers place on their teaching (75.5 percent) is low compared to other two-year public institutions (85.8 percent).

**ADMINISTRATIVE SUPPORT OF TEACHING AND LEARNING**

**NMJC’S Patterns of Evidence**
- Faculty Survey on College Support of Teaching and Learning
- Administrative Support of Innovative Practices

*Faculty Survey on College Support of Teaching and Learning*

In the same online survey regarding College support of teaching and learning, the majority of respondents agree that the College supports teaching and learning in an additional three areas:

- Support of Improved Pedagogies 64.8%
- Openness to Innovative Practices 78.9%
- Support of Faculty Research 64.8%
The responses to the remaining three areas (support of improved pedagogies, openness to innovative practices, and support of faculty research) were very similar. Most of the positive examples were related to technology in the classroom and to support for professional development in the form of in-service speakers and participation in conferences. Comments on the survey show there is a concern among faculty on applying the new technologies to innovative teaching and learning activities. However, 90 percent of the respondents on the HERI survey (N=51) indicated “there is adequate support for integrating technology in my teaching,” compared to 78.6 percent positive response among their peers in other public two-year Colleges.

A continued concern among faculty at New Mexico Junior College has been over workload inequities concerning contact hours in the classroom. Faculty have taken the lead in examining the area of workload inequities. They have surveyed their colleagues and presented information to the Board during a work session. Adjustments are being made on a year-by-year provisional basis.

**Administrative Support of Innovative Practices**

The following examples illustrate the commitment of New Mexico Junior College to support effective teaching:

- The College has supported the continuously evolving Testing Center since its inception in the early 1970’s to provide test-taking availability for community programs as well as NMJC students. Many instructors save valuable class time by using the Testing Center to administer tests. In addition, the Testing Center serves law enforcement entities, commercial driving licensure applicants, and distance learning students enrolled with other colleges and universities. To serve the ever-growing demands, the College has increased the capacity to 43 computers.

- Since 1999, when contract negotiations were finalized, New Mexico Junior College has supported the innovative structure of the multi-library consortium, ELIN, and has hosted the operations center that runs the consortium. Faculty and students have the resources of the entire ELIN consortium subscriptions available to them through inter-system loan channels. The NMJC library also subscribes to electronic books through its regional consortium that gives access to recent publications without having to devote physical shelf space to these items.

- The first two Learning Communities at NMJC, implemented in the spring of 2002, were built around twenty-three students enrolled in Reading Improvement, Introduction to Psychology or U.S. History from 1877, and Freshman Seminar. One of the major initial goals was to support the students in their reading and study skills in order for them to achieve success in the content courses. To assist and support the plan to create
Learning Communities, the College created the position of Director of Learning Communities and Retention.

- In the summer of 2002, the College recognized the importance of dedicating a division to assist and support the at-risk students. The Transitional Studies department included ABE programs, free tutoring (individual and small group), a Testing Center, a Learning Lab, a Freshman Seminar course, and college preparatory classes in math, reading, and writing. In August 2005, the Math, English, Education, and Transitional Studies division was formed.

- In the fall 2002 semester, the administration identified and permanently designated an on-campus anthropology dig site, located just southwest of the campus track field and surrounded by a partial cinder block wall for protection. This provision was honored by the administration for the purpose of fostering the advancement of student knowledge at the skill development level before students are involved in a field trip incorporating those skills. The on-campus dig site is maintained by the NMJC grounds department.

- In 2002, New Mexico Junior College made a commitment to install SMART Classrooms throughout all campus classrooms. Faculty cite the SMART classroom concept as an exceptional example of innovative practices designed to enhance teaching and learning. These classrooms are equipped with a document camera, VCR, and Internet access, while the computers have SMART notebook and PowerPoint programs.

- In spring 2004, the College approved the position of Director of Learning Assistance with responsibilities in the area of oversight of a learning lab and tutoring programs for students. The Director strives to make tutors available in any subject area that a student needs.

- In the fall 2004 term, the NMJC Dean of Mathematics, English, Education and Transitional Studies worked with the Vice President for Instruction at College of the Southwest to establish a faculty interaction process. The initial purpose for establishing this “exchange” was to foster information sharing and professional development at the faculty-to-faculty level. Faculty were asked to share common course syllabi and to conduct open discussion about issues common to both institutions’ faculty. College of the Southwest and New Mexico Junior College are committed to continuing this development opportunity. Current plans for an upcoming session include an invitation to all faculty representatives from both institutions to attend.

- In March 2005, in an effort to more fully support tutoring of online and on-campus students, the College subscribed to Smarthinking, a tutorial service offered via the Internet. The service offers students, at no cost, access to real tutors in real time for immediate correspondence. It also offers email feedback when immediate responses are not necessary. This service is funded by a Title V cooperative grant between NMJC and
Eastern New Mexico University of Roswell. Tutoring services from Smarthinking are billed on a “per FTE” basis.

In spring 2005, the administration adopted the requirement that all faculty who elect to teach an online course participate in a series of online training sessions. The purpose of this training and support is to better ensure that the quality of online offerings is in line with traditional offerings.
Core Component 3c: New Mexico Junior College creates effective learning environments.

New Mexico Junior College recognizes that as it experiences diversity in the student population, it must continuously work to create effective learning environments to support these students. These environments include the need for academic advising, expanded modes of delivery of instruction, special instructional support to meet incoming students’ preparedness for college courses, and innovative and effective learning experiences.

NMJC’s Patterns of Evidence
- Academic Advising
- Delivery of Instruction
- Special Instructional Support for Students
- Innovative and Effective Learning Experiences

Academic Advising

New Mexico Junior College offers assistance with career decision making, academic planning, and course advisement to all students through the Counseling Office and the Faculty Academic Advising System. Most new students, all students undecided about their major, and the majority of the part-time and evening students have the Counseling Office as their academic advisor. Once students declare a major available at NMJC, they are assigned a faculty advisor in their chosen field. At this point, students are in a dual academic advising mode whereby they have access to their faculty advisor and the Counseling Office.

The advising system has four major steps:

1. Students make initial contact with the College through the Counseling Office. The focus is on exploration of career goals, academic assessment and the interpretation of the testing results, development of a tentative academic degree plan, and possible course selection. Students are referred to various services on campus such as financial aid and career interest testing.

2. Students have several opportunities to attend a new student orientation. The purpose of this program is to officially welcome students, inform them of key academic and student behavioral policies, describe helpful student services and academic assistance resources, and outline keys to academic success in a college setting. The New Student Orientation ends with the students meeting their faculty advisors to learn about the roles of a faculty advisor, review their class schedules, ask questions about NMJC, and locate their classrooms. All students are also offered the opportunity to enroll in
an extended orientation called Freshman Seminar. New full-time
students needing a developmental English or a lower level reading
improvement class are required to enroll in Freshman Seminar.

3. Students are invited to meet with their advisors at midterm. The
purpose of these meetings is to review how the students are
progressing in their classes, to explore any needed adjustments to
reach their academic goals, and to discuss their tentative plans for the
upcoming semester.

4. Students visit their academic advisors or the Counseling Office to
plan and select classes for the next semester.

Delivery of Instruction

Students at New Mexico Junior College have opportunities to take classes in a
variety of formats. The traditional face-to-face classroom at NMJC has been
updated to a SMART classroom, and, in addition, students may take classes
through distance education or a combination of face-to-face and distance
learning called hybrid classes.

SMART Classrooms. The campus is equipped with thirty-seven SMART
classrooms. These classrooms offer instructors tremendous opportunity for
enhancing the time in class. Through the Internet connection, instructors can
take their students virtually any place in the world. The SMART notebook allows
the instructor to write notes on the computer monitor, which are projected to
the screen. This allows the instructor to face the students while writing, and the
notes can be saved after the lecture is finished. In addition, the rooms have
speakers built into the ceiling which offer much better sound quality for video
presentations.

Distance Learning. NMJC offers its students many choices in distance learning.
Students can choose from several types of classes such as online courses, hybrid
courses, Interactive Television (ITV) courses, and videoconferencing courses.
With these choices, students have the ability to earn credits by taking classes
that best fit their needs.

New Mexico Junior College supports online courses that are offered in both the
general education and technical areas. Some courses, considered hybrids, utilize
time in the traditional classroom as well as asynchronous delivery. Students
receive support through an orientation class, the online personalized tutoring
system, Smarthinking, online academic advising, and a WebCT Help Desk. The
fall 2005 course schedule shows over 50 sections of online courses.

The ITV system allows students in neighboring areas access to classes without
making the drive to the College. Students are able to attend class using a site
connected to the ITV system at their high school. Instructors are able to teach
their students over the system, and the students have the ability to interact with
the instructor. Instructors can present material to students by use of a
document camera allowing delivery of notes or other visual materials. Students
at participating high schools can earn as many as 30 credit hours depending on
the courses their school offers. The following sequences are offered by ITV:
Psychology / Sociology, College Algebra / Trigonometry, U.S. History to / from
1877, American Government / Economics, Composition and Rhetoric /
Composition and Literature. See the Concurrent Enrollments Report in
Room.

The College also offers video-conference courses that are delivered from other
colleges in the region. This allows for students to continue their education with
advanced or specialized courses.

Special Instructional Support for Students

**Freshman Seminar.** The purpose of Freshman Seminar is to equip students with
the skills necessary to succeed in college courses. The course is structured
around a standardized syllabus and covers many essential skills necessary to
succeed in college. Freshman Seminar is encouraged for all students who are
taking at least two transitional studies courses. The College is studying the policy
of requiring the course for all students who are taking at least two transitional
studies classes.

The seminar outlines strategies students can use to achieve a successful college
experience. The emphasis is on attainment of life and academic skills. This class
meets three hours per week. The objectives include the following: time
management and planning, memory techniques, critical reading and thinking,
note-taking skills, test-taking skills, effective communication, diversity, health,
community resources, and creating and using a portfolio. Students who
successfully complete the seminar express a higher level of college satisfaction
and a greater degree of preparedness than their peers.

**Learning Communities.** NMJC defines a learning community as two or more
classes which are integrated and scheduled during a block of time and open to
only those students in the community. An integrated curricula connects two or
more disciplines with a common theme so that learning becomes more
meaningful and achievable for the student. At NMJC, class size is limited to
twenty students in all learning communities. In learning communities, students
earn higher grades, are retained at higher rates than stand-alone courses, and
express greater satisfaction with their college experience.

Eighty-five percent of the first learning communities' students were Hispanic,
seventy-eight percent were first-semester students, and one-hundred percent
were first-year students. These students reported greater overall satisfaction
with their classes than students taking the same courses independently. As of the
end of spring 2004, ten learning communities have been implemented and evaluated according to student satisfaction, grades, and retention. Faculty meet with other Learning Community members to plan, integrate curriculum, and discuss ways to increase student success.

**Early Alerts.** At New Mexico Junior College, a letter is sent to all faculty every semester asking them to identify “at risk” or “no show” students and forward names for early intervention to the Retention Director. The purpose of this program is to increase retention and to intervene and target efforts, as well as to develop and maintain a good relationship with faculty by working together and sharing information.

Approximately 400 contacts were made in the 2003 - 04 academic year with a sixty percent faculty participation rate. Through tutoring and better attendance, over twenty-five percent of the students contacted made a “C” or above in their classes.

**The Learning Assistance Center.** The Learning Assistance Center is equipped with study areas and 32 computers. Currently, transitional writing and reading classes are held in the facility on a daily basis. In addition, study materials are available for Spanish, math, and reading. Geology students can even check out a box of fossils and rocks to review for tests.

All tutors are recommended by faculty or possess a bachelor’s degree or better in their tutoring area. Two-thirds of tutoring hours are spent in math, but other areas where help is asked for include biology, anatomy and physiology, and writing. A goal of the Director of the Learning Assistance Center is to help students develop new strategies and foster independence and confidence in math through individual and small group tutoring. The director also develops and holds workshops for particular skill areas. Some of the topics planned are how to prepare for finals, how to avoid test anxiety, and how to learn effectively.

**Innovative and Effective Learning Experiences**

Faculty at New Mexico Junior College strive to create effective learning experiences for students. The innovation displayed by the faculty illustrates their commitment to reach different learning styles and provide real-world experiences through a variety of educational strategies.

**ASEP and ASSET.** The actual workplace is replicated in the Automotive Technology General Motors Automotive Service Educational Program (ASEP) and Automotive Technology Ford Motor Company Automotive Student Service Educational Training (ASSET) programs. Students act as employees while on campus in training—punching the time clock, wearing the prescribed uniform, and working in a laboratory environment that accurately reflects the atmosphere of a dealership. These programs, operating as a joint venture between General
Motors Corporation or Ford Motor Company and New Mexico Junior College, provide students with a unique work-study experience that has been carefully designed to furnish service operations with technicians proficient in the most up-to-date technologies and methods. The coursework is divided into two components with the student participating in alternating NMJC on-campus activities and full-time work experience at their sponsoring dealership. New Mexico Junior College operates one of the few rural ASEP and ASSET programs in the United States.

Cosmetology. In the Cosmetology program, with curricula mandated by the New Mexico Board of Barbers and Cosmetologists, students apply classroom and laboratory training in a business setting by providing client services to the community on a walk-in basis. After classroom theory and demonstration, students practice new skills in an applied-theory setting. In the on-site client facility, students rotate their job tasks, thus providing each student with experiences of greeting clients and also providing the actual cosmetology services. As a capstone experience in the program, students design a cosmetology facility and prepare an employee handbook. In addition to these activities, the Cosmetology program strives to develop the leadership skills of students by involving them in coordinating and producing hair shows, fundraisers, and community service projects.

Nursing. Students in the Nursing program at New Mexico Junior College rotate their learning experiences by spending eight weeks in theory and laboratory simulation practice followed by eight weeks of hands-on application in a multiplicity of clinical settings. In addition to the off-site clinical settings, students have an optional clinical setting in the Student Health Clinic. This Clinic, opened in fall 2004, provides not only a make-up clinical site but allows for assessment of skills. The patients targeted include students, faculty, and staff who do not have the means to receive basic medical care. Athletes and other students have made use of the facility for basic physicals.

New Mexico Junior College offered the first and possibly only online practical nurse novice training course. The theory and testing is offered totally online. The students attend campus in blocks of time for clinical practice and skills check-off. This clinical practice schedule is arranged around the student’s work and family responsibilities.

Public Safety. New Mexico Junior College houses the only public safety program in the state of New Mexico that incorporates all aspects of public safety. Students are trained to be certified police officers, correction officers, paralegals, or to work in the criminal justice field. Fire science is incorporated into the program and allows students either to go through the fire science academy or go through the academic fire science program to gain information in this field. This program also was the first to hold a private security training academy for the employees of a nearby casino. The law enforcement and corrections academies
are sanctioned by the State of New Mexico and subjected to annual audit / inspection by the Department of Public Safety and the Department of Corrections.

Other technical programs at New Mexico Junior College provide students with real-world experiences by completing projects for other departments or the community. The welding program students completed a project that used memorabilia from regional industries to construct a gate to be used by the Main Street Hobbs organization. In addition, they help maintain the annual Christmas in the Desert displays and provided fencing for the Lea County Museum in Lovington. The students in Desktop Publishing worked with the English department to create layout and design for a creative writing booklet.

A new program in Construction and Industrial Technology will begin in fall 2005. This program will be in collaboration with Hobbs Public Schools and will be housed at Hobbs High School. Students will have actual work experience as they build a house for Habitat for Humanity.

Physical and Biological Sciences

Faculty in the sciences team with their colleagues in social sciences to bring a cross-curriculum experience to students. A field trip to McKittrick Canyon involves lessons and demonstrations from faculty in Anthropology, Biology, Astronomy, and Geology. This field trip includes a picnic for students, stargazing at Rattlesnake Springs Park, and rock gathering at a selenite quarry. From these activities, students gain ecological and community perspectives.

Social Sciences

Students in anthropology have the opportunity to participate in an actual archeological dig. The instructor and students travel to the southern portion of Lea County to observe and provide notation on the inhabitation activities of native people in the area. As a part of this process, the students scour a pre-selected area for evidence of habitation. Following this activity, the students present their findings in the form of a verbal and written documentary report. In the fall 2002 semester, the administration identified and permanently designated an on-campus anthropology dig site as well.

Learning Communities

Through the Passport to Success learning community, Freshman Seminar and Reading Improvement are tied to Introduction to Psychology. This unique cohort experience includes a field trip to the Guidance Center of Lea County, where students are able to visit with clients about mental health issues. This experience makes the psychology text “come alive” to these transitional students as they reread pertinent passages using comprehension reading skills. Students search
websites to find information and support for writing assignments and oral presentations. Through these experiences, students are able to expand their skill development and improve critical thinking and communication skills.

Music and Theatre

Students in the vocal music program have opportunities that take them not only out of Lea County but also, on occasion, out of the country. Students participated with other students from ENMU-Roswell in a performance at Spencer Theatre in Ruidoso, a theatre that attracts top professional entertainment. In 2001, the group performed with four other American choirs at Carnegie Hall. A special European tour occurred in 2003 when the 25-member choir visited Prague, Vienna, and Budapest and performed with the Oregon State University Choir and the Brno Professional Choir in the world-renowned Smetana Hall.

In addition to the plays presented each semester, students in the theatre program have delighted audiences with their outdoor Shakespearean plays. The students hosted a special dinner theatre for the New Mexico Commission on Higher Education. In addition, the theatre students have performed their shows for special elementary audiences and have taken their shows to the local prison.

Education

Education faculty emphasize strategies that apply theoretical knowledge gained in the classroom to real-life situations. Students observe at three levels—elementary, junior high, and high school—and construct anecdotal records and summaries of their experiences. In addition, students gain practice in “being in front of the classroom” by applying their theory to a classroom presentation. Students learn a great deal from not only presenting their creative projects but also in hearing from other students.

English

Students are encouraged to participate in a poetry contest for a Poetry Anthology which gives students practice in writing, revising, and publishing. English faculty also incorporate theatrical productions in their courses by applying what has been learned in the classroom to an analysis and discussion of the performance.
Core Component 3d: New Mexico Junior College’s learning resources support student learning and effective teaching.

**NMJC’s Patterns of Evidence**
- Student Life & Residence Halls
- Off-Campus Access to Learning Opportunities
- Access to Learning and Student Services through Technology
- Learning and Teaching Support Resources

From the time a student makes application to New Mexico Junior College, the College is devoted to helping the student become successful. Successful students are aided by the experiences they have from the time they enroll until their academic goal is reached.

**Student Life & Residence Halls**

New Mexico Junior College recognizes that learning takes place not only in the classroom but through the experiences provided through student organizations, intramural activities, and the residence hall environment.

**Student Organizations.** NMJC offers many opportunities for students to participate in various activities on and off campus. Students are encouraged to join recognized student groups. The Director of Student Life works with student groups to provide programming that is current and meets the needs of today’s students. The main leadership group, Student Government, provides opportunities to gain skills in leadership and assist with long- and short-range planning of various student-centered issues.

**Intramural Programs / Student Activities.** New Mexico Junior College has an active intramural program organized by the Coordinator of Intramurals / Student Activities. Students have opportunities every semester to participate in intramurals such as racquetball, men’s or women’s basketball, flag football, and women’s and coed volleyball. With the expansion of the Ben Alexander Student Learning Center in fall 2005, students will be able to enjoy a number of new student activities in the newly renovated game room. Activities planned for 2005 - 2006 include a NASCAR Training Simulator, Save a Life Tour, and Black History Month dinner and gospel performance, to name only a few.

**Residence Halls.** New Mexico Junior College currently has two residence halls, with plans for another to open in fall 2006. Zia Hall and Thunderbird Hall are each capable of accommodating 96 residents. The Director of Student Life provides orientation at the beginning of the year to facilitate what may be a student’s first time to live away from home. In addition, the Director maintains scheduled communications with parents to let them know of possible stress periods in their student’s first-year experience and suggestions for support from home.
Off-Campus Access to Learning Opportunities

New Mexico Junior College makes educational opportunities accessible to constituents through the service area. For example, the College uses the swimming pools in the communities of Jal and Tatum for aquatics classes and rooms at Lovington and Eunice for additional classes. New Mexico Junior College uses facilities and resources beyond the physical campus that provide more adequate access to learning opportunities.

**Literacy Alliance Building.** The Literacy Alliance Building is a recent addition to the New Mexico Junior College facilities and provides an expansion of resources for NMJC constituents. The Literacy Alliance gave the facility to the College in July of 2004. The facility, after minor renovations, was put into full operation by the College in January of 2005. Currently, non-credit classes in GED, ESL, Citizenship, Continuing Education, and workshops for the Small Business Development Center are offered at the facility. This facility is located in the downtown area of Hobbs, making it more accessible to those who may not have transportation capabilities to reach the NMJC campus located four miles north of the center of the city.

**NMJC Del Norte Fitness Center.** The NMJC Del Norte Fitness Center is an off-campus facility used to support instruction of physical education classes as well as provide public access for general recreation. Specific resource areas at the facility include three racquetball courts, a heated pool, a whirlpool, an aerobic exercise room, an indoor biking classroom, and two weight rooms. The usage of these facilities is tracked with the aid of a computerized check-in system.

**Prison Classes.** NMJC works with the Lea County Correctional Facility unit in Hobbs to offer programs to inmates and employees of the facility. Currently, the Division of Business and Technology operates a barbering program and provides classes in small business management.

Access to Learning and Student Services through Technology

New Mexico Junior College has made a dedicated effort to give access and support learning through a commitment to technology resources.

**Student Services.** Students at New Mexico Junior College are able to electronically access many services through a remote computer location. The Financial Aid Office has provided information online, such as descriptions of aid available, application forms, aid status, and office personnel contact information. Returning students are able to enroll for classes either in person, by tele-registration, or online. Students can also access their schedule, transcript, and grades online. Tutoring is available to students through the online service, Smarthinking.
ITV. Co-curricular courses are offered to Lea County high school students through the ITV network. Academic courses taught through the network give access to students without their having to leave their high school campuses. Students are then able to enter as a freshman at New Mexico Junior College or other higher educational institutions with credit toward a degree.

Internet Courses. Students enrolled in Internet courses have help available with their technical questions regarding WebCT, the online delivery system. Students will have access to this Help Desk, located on campus, at any time beginning in fall 2005. To aid in the distance delivery of courses, New Mexico Junior College serves students and instructors through an online teaching tool, Tegrity, and Tablet PCs.

Tegrity

Tegrity WebLearner is a teaching tool for online instructors. Instructors can engage students in hands-on activities in their off-campus location. Tegrity allows instructors to convert classroom instruction into online content. With Tegrity, students at their off-campus computers can see and hear activities, notes, lectures, and demonstrations from their professor in synchronous or asynchronous time. An example of this tool is used in an online geology class. The instructor has recorded a demonstration of herself explaining and illustrating rocks and special tools. The students can view this video from their remote computers.

Tablet PCs for ITV and WebCT

New Mexico Junior College has recently purchased tablet PCs for full-time professors teaching distance education courses to further support technology-based teaching and enhance student learning. The benefits are that students can submit assignments via the computer, and professors can grade the work and return it quickly. Students can then save their graded papers and revise their work with a faster turnaround. The tablets allow professors flexibility and mobility in dealing with their classes. Tablet PCs are a great improvement over the problems associated with the hard copy transporting of students’ work.

Wireless Laptops. NMJC has purchased three sets of wireless laptops over the past four years to facilitate classrooms which are not set up as computer labs. These classrooms are equipped with cabinets which contain 16 laptops each. One is assigned to reside in the continuing education area when not in use. It is checked out to faculty and staff to support instruction when computing resources are needed either on- or off-campus in a space not equipped with computers. Another cabinet, also containing sixteen PCs, resides in the
computer center when not in use by faculty or staff. These were both purchased in December 2001 with monies from the campus reserve fund designated for technology improvements and upgrades. The third cabinet of wireless laptops has been assigned on a temporary basis to facilitate instruction on the campus administration software.

**Estacado Library Information Network (ELIN).** By pooling the resources of the ELIN members, constituencies across the region can use online resources with 24-hour access from remote locations. More digital resources are available than could be purchased individually by each library.

**Articulation with Eastern New Mexico University.** A unique partnership exists between Eastern New Mexico University (ENMU) and New Mexico Junior College. While the College has several collaborative agreements, this one provides the only distance learning program for a technical Bachelor of Applied Arts and Sciences (BAAS) in the entire region. A student can complete 90 hours of requirements at NMJC, and the remainder can be completed through distance education from ENMU on the NMJC campus. The ability to complete the degree for local students without having to leave the local area is a great asset to NMJC and the community.

**Learning and Teaching Support Resources**

The 2004 - 2005 New Mexico Junior College budget shows that over 70 percent of the operating funds are used to support instruction, academic support, and student services. The entire instruction and general budget accounts for 83 percent of the total current operating budget. New Mexico Junior College is committed to providing and maintaining learning and teaching resources that go beyond meeting the basic needs of students.

During the last two years, New Mexico Junior College has utilized the services of 3D/International Master Planners to conduct an analysis of the College’s infrastructure—all buildings, the tunnel, and electrical systems. The planners provided the College with a study that gave information on each building and recommendations on the building’s future. In summer 2005, 3D/International began an assessment of the College’s involvement in the community and a master plan. The College will continue work with this company. In addition, the College will develop an integrated space utilization process.

The following buildings are used for instructional purposes at New Mexico Junior College:

**Ben Alexander Student Learning Center.** In fall 2005, the newly renovated Ben Alexander Student Learning Center will become a one-stop experience for students in need of any type of student service—registration, counseling, financial aid, tutoring, learning assistance, and the TRiO programs. Students also
have access to meals and a snack bar, computers, and a game room. The mail services are also located in the Center.

**Bob Moran Hall.** The Bob Moran Hall houses the Business and Technology Division, the Division of Public Safety and Community Services, and the Small Business Development Center. Moran Hall supports many of the courses taught in the computer information system program and classes and labs for the law enforcement academies. The building houses five computer labs, each with twenty-three PCs. Continuing Education and workforce development make frequent use of the multi-purpose room. Legislative Finance Committee meetings, as well as other community and College meetings, are held in this room, which has space for dining and catering. The Division of Public Safety houses labs for the academies, as well as a shooting simulation room, which gives students virtual experiences in law enforcement. The offices of the Dean of Business and Technology and the Dean of Public Safety and Community Services are located in Bob Moran Hall.

**Caster Activity Center.** The Caster Activity Center is the main gymnasium facility on the New Mexico Junior College campus and serves as an athletic and physical education facility. Additional resources in Caster include the main gym floor, mezzanine floor area, weight room, fitness room, dance room, and three racquetball courts. Instructional programs or academic disciplines supported by these facilities include Upward Bound, Law Enforcement Academies, and Physical Education. A Polycom room is used for distance learning classes. The Center is also used for intramural activities. The Caster resources are also open to the public for general recreational purposes.

**Continuing Education Building.** The Offices of Continuing Education and Distance Education and one classroom are located in this building. In addition to the office of the Dean of Continuing Education and Workforce Development, the Distance Education Academic Coordinator, and WebCT Coordinator work from this building.

**Don Whitaker Automotive Technology Center.** The Automotive Technology Center contains the College automotive technology, the high school ACT Academy automotive classes, ASSET-Ford, ASEP-GM, and welding programs. State-of-the-art equipment and clean, real-world work areas provide students an excellent training environment.

**Heidel Hall.** Heidel Hall houses the math, physical and biological science classrooms, ACT Academy cosmetology programs, as well as faculty offices in those areas. Two classrooms are arranged theatre style, and most classrooms are equipped as SMART classrooms. The office of the Dean of Arts and Sciences is located in Heidel Hall.
Mansur Hall. Mansur Hall is devoted to the social sciences, English classes, and faculty offices.

McLean Hall. The academic disciplines and instructional programs that are supported by McLean Hall include accounting, office technology, computer information systems, and allied health, comprised of nursing and emergency medical technician programs. McLean Hall resources include 2 computer labs with 41 PCs and the nursing lab with 40 simulation modules. The nursing lab has extended open hours for students to practice. This extended time of student access is monitored and supported by a staff instructor.

Mary Hagelstein Instructional Arts Center. The Mary Hagelstein Instructional Arts Center supports instruction and learning for computer-aided drafting, computer animation, computer graphic design, and the fine arts. It features two computer labs and labs for art classes. In addition, this center houses the College Communications department and DocuCenter.

Pannell Library and Information Resource Center. The paralegal program holds classes in the library because of the legal resources and connections to online resources. The Pannell Library also offers many resources that support teaching and learning, including the Career Center, GED, ABE / transitional studies, Academic Tutoring, Learning Assistance Center, Student Support Services, Technical Library Services, and the ITV classroom. The office of the Dean of Math, Education, English, and Transitional Studies is located on the second floor of Pannell Library.

Watson Hall. This facility has resources that support the disciplines of cosmetology and the performing arts of music and theatre. In addition to the theory classroom / lab for beginning cosmetology, barbering, and manicure / pedicure, the cosmetology program has a walk-in facility for clients from the community to utilize the services at a low cost. Through an assessment of resources, the clinical area was remodeled due to enrollment growth in the program. In addition, the facial lab was added, and the reception area was moved outside the lab area. The cosmetology program has nine computers for student use, which add support materials and test banks to aid student learning.

Watson Hall also houses resources that support the fine arts programs of music and the performing and theatre arts, including the theatre and scene shop, a classroom, and instructor offices. Watson Hall Theatre is the classroom for beginning and intermediate acting classes, as well as numerous music program classes. Many community groups rely on Watson Hall as a performance or training space.

Athletic Facilities. In addition to Caster Activity Center, student athletes utilize the rodeo arena, the baseball field, the driving range, and the track field.

A virtual campus tour is located at New Mexico Junior College Virtual Campus Tour http://www.nmjc.edu/aboutnmjc/virtualcampustour.asp.
CONCLUSION

New Mexico Junior College is a future-oriented organization striving to achieve its mission. The Construction and Industrial Technology program, which will begin in fall 2005, is directed toward present and future needs of our local economy. The continuing emphasis on distance education offerings will expand our enrollment base.

New Mexico Junior College is a learning-focused organization committed to assessment of student learning. Through the new assessment structure, we can focus on significant learning outcomes to improve student learning. Faculty, as a group, can learn from each other’s assessment strategies and results. The innovative learning experiences at NMJC provide students opportunities they cannot find in the traditional classroom.

New Mexico Junior College is a connected organization serving our constituencies with distance education offerings in ITV and online classes. The partnership with Eastern New Mexico University to provide an online bachelor of applied arts and sciences degree builds a bridge for our technical students to continue their education.

New Mexico Junior College is a distinctive organization carrying out its mission through a commitment to the region it serves. This commitment includes a continuous process of learning from the constituencies through participation in consortiums and involvement with technical program advisory committees. In addition, NMJC is accountable to state and national groups through performance reports and adherence to standards set by professional accrediting bodies. The distinctive ASEP and ASSET automotive programs provide industry specific training for students who come to the College from a wide geographic area. The unique online practical nurse training course met the family and work needs of the students. The co-curricular McKittrick Canyon experience, provided by faculty in the physical sciences and social sciences, helps students to see how their courses are interconnected.
STRENGTHS

- New Mexico Junior College has an active and dedicated Outcomes Assessment Committee with the goal of improvement of student learning.
- New Mexico Junior College is dedicated to providing faculty with educational technology and professional development opportunities for general teaching improvement.
- New Mexico Junior College faculty demonstrates innovative practices to create effective learning environments.
- New Mexico Junior College is committed to providing access to classes through varied delivery methods and locations.
- New Mexico Junior College takes advantage of technology to promote student learning and effective teaching and offers training for use of the technology to students and instructors.
- New Mexico Junior College supports its learners by providing student support services, including Freshman Seminar, learning communities, tutoring, mentoring, and an early alert system.

ACTION ITEMS

- New Mexico Junior College will continue to review and improve the process for assessment of student learning and investigate alternative assessment strategies.
- New Mexico Junior College will study and restructure the Faculty Evaluation Process with the goal of creating and implementing a viable, workable system that is tied to accountability. To aid in this process a consultant is scheduled to work with the College in January 2006.
- New Mexico Junior College will develop a public relations system that publicizes positive contributions faculty make to the community.
- New Mexico Junior College will study and implement a campus-wide evaluation of supervisors that is tied to accountability.
- New Mexico Junior College will design and implement a coordinated faculty professional development program as a part of a system of professional development planning. This program will include training and support for faculty of various levels of experience and abilities for purposes of keeping up with educational technology.
- New Mexico Junior College will implement procedures to assess and document the effectiveness of resources and programs intended to support student learning and effective teaching.
• New Mexico Junior College will review the academic advising system in order to enhance its effectiveness and make necessary recommendations for improvement.
• New Mexico Junior College will use the results of institutional surveys and reporting data to develop a process for improvement of student learning.
Criterion Four: Acquisition, Discovery, and Application of Knowledge

New Mexico Junior College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with our mission.
Criterion Four – Acquisition, Discovery, and Application of Knowledge

New Mexico Junior College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with our mission.

Core Component 4a: New Mexico Junior College demonstrates, through the actions of our Board, administrators, students, faculty, and staff that we value a life of learning.

FREEDOM OF INQUIRY

Fundamental to valuing a life of learning is the freedom to explore new ideas and ideas that may be different from the view of the culture. New Mexico Junior College recognizes the need for academic freedom. The Employee Handbook includes a statement on academic freedom and responsibility for faculty while student rights are detailed in the Student Handbook (2003-4, p. 8). As the Employee Handbook states, faculty “shall not force their own ideas and ready-made decisions on the student, but shall encourage the student to make his / her own decision in light of all available information” (2004-5, Policy 300). Neither the Board nor the College penalizes an employee or student for pursuing a line of academic inquiry consistent with the learning outcomes and stated objectives of a course, program, or discipline. Faculty develop or select courses, learning outcomes, assignments, projects, course materials, assessment techniques, and grading policies while adhering to appropriate educational (FERPA, ADA, etc.) laws, the College’s mission, and student need. If a student or employee feels his or her rights have been violated, including the right to academic freedom, he or she may use the “Formal Complaints” policy (2003-4 Student Handbook, p. 5 and 2003-4 College Catalog, p. 17) or, in the case of employees, the “Grievance Procedures” (2004-5 Employee Handbook, Policies 400-02).

PLANNING AND PATTERN OF FINANCIAL ALLOCATION

NMJC’s Patterns of Evidence:
• Instructional Divisions
• Educational Technology

New Mexico Junior College’s planning and budgeting processes demonstrate that it values and supports a life of learning for employees and students. Credit and non-college credit programs and investments in educational technology, library resources, and professional development and training show NMJC is dedicated to life-long learning. An examination of the following instruction budget shows a
consistent annual increase of funding for the instructional divisions since Academic Year 2000 - 2001.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Academic Instruction</td>
<td>2,171,143</td>
<td>2,423,817</td>
<td>2,304,744</td>
<td>2,277,053</td>
<td>2,703,472</td>
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<td>Vocational/Technical Instruction</td>
<td>1,843,590</td>
<td>2,019,463</td>
<td>2,251,828</td>
<td>2,382,886</td>
<td>2,380,486</td>
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<tr>
<td>Summer Session Instruction</td>
<td>231,000</td>
<td>231,000</td>
<td>231,000</td>
<td>294,854</td>
<td>294,854</td>
</tr>
<tr>
<td>Total Instruction</td>
<td>4,245,733</td>
<td>4,674,280</td>
<td>4,787,572</td>
<td>4,954,793</td>
<td>5,378,812</td>
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<td>Percentage Increase by year</td>
<td></td>
<td>10.09%</td>
<td>2.42%</td>
<td>3.49%</td>
<td>8.56%</td>
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<tr>
<td>Continuing Education</td>
<td>252,281</td>
<td>252,652</td>
<td>249,952</td>
<td>257,109</td>
<td>312,164</td>
</tr>
<tr>
<td>Percentage Increase by year</td>
<td></td>
<td>0.15%</td>
<td>-1.07%</td>
<td>2.86%</td>
<td>21.41%</td>
</tr>
</tbody>
</table>

*Exhibit 10 of the CHE Budget.

Instructional Divisions

Arts and Sciences. The Division of Arts and Sciences supports the transfer programming in physical education, biological and physical sciences, humanities, physics, engineering, social sciences, performing arts, visual arts, and agriculture. Approximately 26 full-time instructors report to the Dean of Arts and Sciences.

Business and Technology. The Business and Technology Division supports approximately 36 full-time faculty. The College has a commitment and provides financial support for all technical programs to meet industry standards through different accreditation processes. The most recent industry accreditation in October 2003, involved print education, when a visiting team reviewed the curriculum and equipment. New Mexico Junior College now has the only accredited program in print education in New Mexico. To maintain this accreditation, the department faculty attend professional workshops to ensure the curriculum remains current with industry standards. Through the continued financial support of the administration and commitment of program faculty at New Mexico Junior College, other technical programs in automotive, nursing, and cosmetology are able to maintain accreditation in order to meet and exceed the requirements of their respective industries.

Continuing Education. The division of Continuing Education is characteristic of NMJC’s philosophy that learning is a life-long process extending beyond the completion of certificates and degrees. Continuing Education offers non-credit courses in a wide range of topics, including photography, painting, computer skills, Spanish, CPR, defensive driving, floral design, and many more. NMJC believes everyone should have the opportunity to explore topics and skills of interest to them, even if they do not wish to pursue a certificate or degree.
Driver education training, summer camps, audio-visual services for events, and ITV services are all included in the budget for Continuing Education.

**Math, English, Education, and Transitional Studies.** The Division of Math, English, Education, and Transitional Studies operates with 16 full-time faculty. New Mexico Junior College is equally committed to helping students prepare for traditional academic study in the pursuit of a certificate or degree. For those students who can benefit from academic assistance before undertaking the challenges of college-level courses, a variety of programs are offered. The Transitional Studies programming includes non-transferable credit class sequences in reading, composition, math, and English as a Second Language to help prepare students for college-level courses. This division also includes the Adult Basic Education (ABE) program which provides instruction in General Education Development (GED) preparation, English as a Second Language (ESL), Citizenship, and Basic Reading classes. All ABE services, with funding from the State of New Mexico, are offered at no charge to the student.

**Public Safety and Community Service.** The Public Safety and Community Service Division supports the criminal justice and legal assistant / paralegal programs, and the corrections, fire, and law enforcement academies. Because of the variety of programming, the Public Safety Division relies heavily on adjunct instructors who are well qualified in their field. A full-time director, assistant director, coordinators, and a division dean manage the programs with the assistance of two secretaries.

**Educational Technology**

New Mexico Junior College’s commitment to educational technology illustrates the commitment to providing students and faculty with the best educational resources. The Board has approved capital projects to upgrade computers on a three-year rotation cycle. In 2003, NMJC utilized the combined funding of a Government Obligation Bond for $315,000, Title V funding of $7,890, and institutional funds of $4,680 to equip classrooms with SMART Classroom technology allowing faculty and students the use of computing resources in instructional settings. In the fall of 2004, NMJC spent approximately $56,000 on a pilot project using 20 tablet personal computers for full-time faculty in the English Department and for other full-time faculty teaching in the distance education environment. These faculty use digital ink to provide feedback on electronically submitted student assignments. By continuously updating educational technology, the College communicates to staff and students that learning new technologies and pedagogies is a continual process, not a destination.
PROFESSIONAL DEVELOPMENT

NMJC’s Patterns of Evidence:
- In-Service Opportunities
- Classes, Conferences, & Workshops
- Institutional Accreditations
- Evaluation & Appraisal

New Mexico Junior College values a life of learning for its faculty and staff by encouraging employees to gain knowledge that improves job performance and increases their value to the College. In this regard, New Mexico Junior College provides opportunities through regularly scheduled in-services, classes, conferences, and workshops. In addition, formal evaluations and appraisals provide opportunities for faculty to reflect on teaching performance.

In-Service Opportunities

New Mexico Junior College provides, encourages, and supports professional development for all employees. In-service days are provided for faculty and staff development each fall and spring, featuring presentations and workshops on topics such as critical thinking and learning outcomes assessment by both guest and in-house presenters. Recent presentations by guest speakers include “Integrating Critical Thinking into the Curriculum” (spring 2003) and “A Framework for Understanding Poverty” (fall 2004). Web-CT training is ongoing for faculty preparing to teach in the online environment. Each semester, faculty and staff receive a review of the rules regarding the Family Educational Rights and Privacy Act (FERPA). The administration has been deliberate in providing training for new technologies introduced to faculty, such as the use of the SMART classroom and Tablet PC. Additionally, maintenance, professional, and support staff have opportunities to attend applicable workshops and/or classes. Positions such as the Director of Learning and Assessment, the Distant Learning Technician, and the WebCT Coordinator provide continuous and ongoing support and training for employees.

The College has found it not only useful, but also economical to host a variety of in-service speakers to provide supervisory training. Among the topics presented in the last few years have been Crucial Conversations, Stephen Covey’s Seven Habits, and Leadership Development.

Classes, Conferences, & Workshops

New Mexico Junior College encourages and waives the tuition for employees and their dependents to enroll in three NMJC classes per academic session (2004-5 Employee Handbook, Policy 311). If “the course is directly related to the improvement of the employee’s skills in his/her current position,” then the employee may be released from other duties in order to take the class during...
working hours” (2004-5 Employee Handbook, Policy 311). Moreover, a full-time faculty member who has been with the College “for six or more consecutive years” may request a sabbatical for professional development activities (2004-5 Employee Handbook, Policy 302). Full-time faculty are encouraged to request funding to attend conferences and workshops, and the College regularly offers employees the ability to attend conferences.

**Institutional Accreditations**

In addition to the institutional memberships related to instruction that are listed in Criterion 3, New Mexico Junior College supports the learning that takes place for staff and Board members when they are actively involved in professional organizations. NMJC maintains institutional memberships in the following state and national professional associations related to enrollment management, financial aid, athletics, student services, and campus activities:

- American Association of Collegiate Registrars and Admissions Officers
- Association of Community College Trustees
- New Mexico Council of Independent Community Colleges
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Association of Campus Activities
- National Intramural and Recreational Sports Association
- National Council for Marketing and Public Relations
- National Junior College Athletic Association
- New Mexico Association of Community Colleges
- Western Junior College Athletic Conference
- Mountain States Association of Community Colleges

**Faculty Evaluation & Appraisal**

NMJC faculty are encouraged to reflect upon their goals and practices through the annual Self-Evaluation of Classroom Performance and Self-Performance Appraisal. The Self-Evaluation of Classroom Performance asks faculty to answer a series of multiple choice questions similar to those found on course evaluations completed by students. This enables the faculty to systematically compare their own perceptions about their classes to their students' perceptions. The Self-Performance Appraisal asks faculty to answer a series of open-ended questions concerning their job performance and asks them to set teaching development goals for the coming year. These activities are complemented by the Dean's Performance Appraisal, which includes a classroom observation by the dean and an annual meeting between each faculty member and the dean to discuss performance and goals for professional development.
ACKNOWLEDGING ACHIEVEMENTS

NMJC’s Patterns of Evidence:
- Scholastic Honors
- Student Academic Achievements
- Faculty & Staff Achievements

Scholastic Honors

New Mexico Junior College acknowledges the achievements of students through scholastic honors. The College Catalog includes a section that outlines the Vice President’s and President’s honor lists selected each semester (28). To be eligible for the honors, a student must meet the minimum requirements, which consist of a 3.0 grade point average with no grade less than a “B” in twelve or more credit hours of work for the Vice President’s Honor List or a 4.0 grade point average for the President’s Honor List. Students who meet the requirements are sent a congratulatory letter from the respective person, and the achievement is published in the student’s hometown newspaper. NMJC also acknowledges graduating scholars who have completed their entire course of study at the College and have achieved a grade point average of 3.5 or higher. These students graduate with distinction and are recognized in the graduation program and during commencement.

Student Academic Achievements

New Mexico Junior College recognizes student achievements in several ways. Sigma Kappa Delta, honoring outstanding students of English in two-year colleges, and the Psi Theta chapter of Phi Theta Kappa provide for special recognition and selection of students. Faculty members nominate outstanding students to be recognized for inclusion in “Who’s Who” each year. Each academic year is culminated with the annual college-wide student awards ceremony. Faculty members from all departments are given the opportunity to select outstanding students to be recognized at this event. In addition, the Board publicly recognizes students who have achieved honors at state and national competitions.

The culminating celebration of student academic achievements occurs at graduation exercises. In addition to the college-wide event that recognizes all graduates in the associate of arts, associate of sciences, associate in applied sciences, certificates, and GED programs, technical programs in automotive, nursing, cosmetology, and criminal justice recognize their respective graduates in their own special ceremonies.
Faculty & Staff Achievements

During the annual fall in-service activities, the President, Vice Presidents and Deans recognize faculty who have attained a degree or certificate. The degree status of faculty and professional staff is listed in the College Catalog. The College has a developed salary plan that compensates employees who have completed additional education hours.

New Mexico Junior College also recognizes the support and maintenance employees and professors of the year. The Maintenance and Support Staff Employees of the Year are recognized at the college-wide Christmas Awards Banquet. These awards are sponsored by Wells Fargo Bank and First National Bank. Two faculty are recognized at commencement exercises. The awards for faculty are financially supported by a local business, Elliot and Waldron Title Company and by the local Rotary Club in recognition of a former NMJC administrator. The College sponsors the two faculty members' attendance at the NISOD conference where they receive additional recognition. The College publication, The Full Circle, highlights all of these recognized employees. A new event was added in the summer of 2004 for these special employees. The Library personnel created “READ” posters for each honoree. These posters are unveiled at a campus-wide ceremony honoring the employees and are prominently displayed in the Pannell Library for the next academic year. Each guest receives bookmarks with the employees’ photographs as a souvenir of the event, and the photographs are posted on the library website.
Chapter 4

Criterion Four

Core Component 4b: New Mexico Junior College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to our educational programs.

ORGANIZATION OF CURRICULUM

NMJC’s Patterns of Evidence:
- Transfer Programs
- Technical Programs

Transfer Programs

The university parallel, transfer programs at New Mexico Junior College consist of the associate in science and associate in arts degrees. These degrees generally meet the lower division general education requirements of all public baccalaureate colleges and universities in New Mexico. Students work with advisors to select the appropriate courses that meet their educational goals. Through the general education curriculum, students are introduced to the humanities, math, and sciences to broaden their knowledge and skills. The State of New Mexico recognizes 35 hours of core general education classes that are mandatory for transfer to state colleges and universities. NMJC, however, requires the following minimums for each degree:

UNIVERSITY PARALLEL, TRANSFER PROGRAMS

<table>
<thead>
<tr>
<th>Associate in Science (AS) Degree</th>
<th>Associate in Arts (AA) Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Orientation</td>
<td>College Orientation</td>
</tr>
<tr>
<td>Composition and Rhetoric</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>Composition and Literature</td>
<td>Composition and Literature</td>
</tr>
<tr>
<td>English Elective</td>
<td>English Elective</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>Social Science Electives</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>Behavioral Science Elective</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>Humanities Electives</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>Mathematics Elective</td>
</tr>
<tr>
<td>Fitness for Life</td>
<td>Fitness for Life</td>
</tr>
<tr>
<td>Physical Education Activity Elective</td>
<td>Physical Education Activity Elective</td>
</tr>
<tr>
<td>Area of Emphasis Electives</td>
<td>Area of Emphasis Electives</td>
</tr>
<tr>
<td>Total hours required for AS</td>
<td>Total hours required for AA</td>
</tr>
<tr>
<td>Degree</td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td>64 hours</td>
</tr>
<tr>
<td></td>
<td>64 hours</td>
</tr>
</tbody>
</table>

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Students at New Mexico Junior College may structure their electives around any of the following areas of emphasis:

<table>
<thead>
<tr>
<th>Areas of Emphasis (AS Degree)</th>
<th>Areas of Emphasis (AA Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Accounting</td>
</tr>
<tr>
<td>Biology</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Communication</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>Drama</td>
</tr>
<tr>
<td>Pre-Dental</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Pre-Medical</td>
<td>Education</td>
</tr>
<tr>
<td>Physics</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Government</td>
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<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Technical Programs

New Mexico Junior College supports a variety of programming options that lead to associate in applied science (AAS) degrees in the areas of automotive technology, barbering, business, computer information systems, cosmetology, criminal justice, fire science, design communication, paralegal, nursing, paraprofessional education, radiological control and waste handling technician, and welding. The AAS programs provide a curriculum that is intended to introduce students to a broad general education base. An examination of the NMJC 2004 - 2005 Catalog (38) will show the general education requirements for AAS programs range from 16 to 27 hours in the areas of math, English, and the sciences. An example of the AAS degree requirements with a breakdown of general education requirements is illustrated through the following automotive technology curriculum:

**AUTOMOTIVE TECHNOLOGY**

**General Education Requirements (18-21 credit hours)**

- College Orientation or Freshman Seminar 0-3 hrs.
- Technical Mathematics I 4 hrs.
- Composition and Rhetoric 3 hrs.
- Business Communications 3 hrs.
- Human Relations 3 hrs.
- Technical Physics 3 hrs.
- Fitness for Life 1 hr.
- Physical Education Activity Elective 1 hr.
- Electives 2 hr.

**Departmental Requirements (39 hrs.)**

**Non-Departmental Requirements (5 hrs.)**
To meet the needs of students with the educational goal of gaining only the necessary technical skills for employment, specially designed courses and sequences can lead to the awarding of a certificate in many of the same fields shown above.

**ASSESSING READINESS OF STUDENTS FOR LEARNING**

**NMJC’s Patterns of Evidence**
- Placement Testing
- Selective Technical Program Admissions
- Classroom Assessment of Baseline Skills and Knowledge

**Placement Testing**

New Mexico Junior College operates with an open-door admission policy, receiving students from area high schools for concurrent enrollment, high school and home school graduates, GED students, and transfer students; in addition, non-high school graduates may be admitted for up to twelve semester hours. Students not meeting one of the previous descriptions may enroll for specific courses and non-credit courses.

In order to promote the educational success of students and place them in classes appropriate for their academic background, new degree-seeking students or students taking their first college-level math and / or English class are required to participate in an assessment in the form of ACT, SAT, ASSET, or COMPASS testing.

**Selective Technical Program Admissions**

Because of the highly technical nature of the industries, the automotive programs of ASSET and ASEP and the nursing program at New Mexico Junior College have established additional requirements for admissions. These admission requirements are based on recommendations of advisory boards, industry, and national accreditation boards.

Students in the automotive programs of ASSET and ASEP are carefully selected for the programs using the input and resources of high schools, sponsoring dealerships, and several agencies on the NMJC campus. Applicant evaluation includes a reading and math assessment, a mechanical aptitude test, and numerous interviews at the College and with dealership personnel. This lengthy process of selection is motivated by the desire to provide the sponsoring dealer with a qualified trainee who will successfully complete the program and then continue to work as a full-time technician for many years after graduation.

The initial selection process for the nursing program consists of completion of the pre-nursing curriculum. In addition, the program uses a point system for
admission that includes criteria based on grades, testing, and applications. According to state law, the nursing applicant is also subject to a criminal background check. This check continues each semester while the student is enrolled in the program.

*Classroom Assessment of Baseline Skills and Knowledge*

Responses to the fall 2004 online survey of assessment activities indicate the majority of faculty are asking for information on students' baseline knowledge, skills, and / or attitudes of students at the beginning of a course or program. Over 50 percent of respondents indicated they use a form of background knowledge probe to assess prior student learning, and 60 percent of respondents indicate use of a form of pre-test. An analysis of this information can provide faculty with valuable knowledge in organizing their teaching strategies.

**LINKING CURRICULAR AND CO-CURRICULAR ACTIVITIES**

Faculty recognize that students can achieve more in-depth learning by providing opportunities for students to participate in learning activities outside of the classroom. The following examples represent some of these activities:

- Students in the backpacking and camping class enjoy an off-campus weekend experience in the mountains. Students learn to work together as cultural barriers are broken down, thus enjoying more openness in dialogue.
- Students in cosmetology develop leadership skills through participation in Skills USA competitions and the organization of hair shows.
- Students in the music program attend concerts, experiencing the dynamics of live performance. They have the opportunity to use the vocabulary learned in class to write a critique of the performance.
- The majority of students enrolled in the intermediate acting course participate in a fully produced and publicly presented theatre performance, giving students hands-on, real-life applications of principles taught in class.
- Students in biology visit the wastewater treatment plant. Through this visit, they are able to tie the importance of ecology to the community.
- Students in geology are offered an array of field trip experiences. Through trips to areas of Carlsbad Caverns designated as off-limits to the general public, students enhance their learning by providing a hands-on, visual, real-life experience. Other possible field trips include Sadler Monument, Cooper Natural Resources (salt quarry), a drilling rig, and Amerada Hess gas processing plant.
**PROVIDING BREADTH OF KNOWLEDGE**

**NMJC’s Patterns of Evidence**
- Development of Learning Outcomes
- Integration of Outcomes by Programs

**Development of Learning Outcomes**

In 2003 - 2004 the Outcomes Assessment Committee reviewed the seven institutional learning outcomes developed in the previous year to ensure the outcomes were reflective of the general education curriculum and the expected outcomes for a student graduating with an associate’s degree. These three institutional learning outcomes emerged:

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

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

**Self and Community:**
- Contribute to a diverse, global community.
- Practice ethical behavior in dealing with people, problems, and situations.
- Demonstrate behaviors appropriate for working in teams.

These outcomes can be assessed in varying stages of development throughout the curriculum and can be demonstrated across the curriculum to provide a breadth of knowledge, skills, and capacity to exercise intellectual inquiry.

**Integration of Outcomes by Programs**

The broad learning outcomes developed by the individual departments enhance the institutional outcomes. Students must be taught to communicate and work ethically with others, think critically, and solve problems, in a diverse, global community. These are not just academic skills, but life skills, which is why NMJC requires approximately 44 hours of general education credits to receive an Associate in Arts or Associate in Science degree and why 16-27 hours of general education are built into the Associate in Applied Science degree. The departmental outcomes can be accessed at Department Assessment Plans - http://www.nmjc.edu/academics/assessment/departmentalassessmentplans.asp.
Core Component 4c: New Mexico Junior College assesses the usefulness of our curricula to students who will live and work in a global, diverse, and technological society.

New Mexico Junior College develops and assesses the usefulness of curricula by listening to constituencies--internally and externally. The faculty are the driving force in the creation, implementation, and review of the curricula; however, faculty learns much by listening to feeder and receiving institutions and constituencies in business and industry.

INTERNAL REVIEW OF CURRICULUM

NMJC’s Patterns of Evidence:
- Curriculum Committee
- Program Review
- Graduate Survey

Curriculum Committee

All proposals for new programs and courses originate by individual faculty and departments. A formal process exists that begins when a faculty member and the division dean finalize and present a proposal to the Curriculum Committee. The process for approval continues through the Vice President of Instruction and President. At any stage of the process, revisions to the proposal may be required. The voting membership of this standing committee is equally represented by faculty from each division and administration, with a faculty member always serving as chair. The Vice President of Instruction serves as an ex-officio member.

Program Review

The intent of NMJC is to review all programs. The New Mexico Junior College Program Review Procedure Manual states the following: “NMJC endorses the philosophical premise that all programs and course offerings at NMJC should be subject to a continuous review process. The process for reviewing programs includes reviewing the compatibility of the program’s goals with the mission, role, and scope of the institution, the course descriptions, the current employment trends, instructional methods, student outcomes, certification or licensure requirement of graduates, and any local or state developments that may impact the program. Other considerations include enrollment data for the past five years, class size, program graduates’ job placement, follow-up of students’ and employers’ satisfaction surveys, transfer and articulation to other institutions, data of student success rates at transfer institutions, cost of the program, facilities and equipment, and personnel levels / qualifications.”
Graduate Survey

The NMJC Graduate Survey, administered to students as they prepare for graduation in the spring, is a strategy for gathering information on all of the services provided to students. Sixteen of the 69 questions specifically ask students how well they perceive that the College prepared them in acquiring skills in areas related to institutional outcomes of communication, critical thinking and problem solving, and self and community. The following statements are representative of these 16 questions:

In your opinion, how well did NMJC prepare you to do the following:
- Write essays and reports
- Comprehend to summarize, analyze, evaluate, and apply to a specific situation
- Use the library for research
- Use appropriate technology and information systems to collect, analyze, and organize information
- Develop an interest in political / community events and issues
- Practice ethical behavior
- Become aware of and sensitive to different philosophies, cultures, and ways of life
- Assume greater leadership within the community
- Work collaboratively with others
- Develop leadership abilities
- Function effectively on a team
- Become comfortable presenting information to a group of people

The data from this indirect measure of student learning can be used to assess student perceptions of their experiences at New Mexico Junior College.

EXTERNAL REVIEW OF CURRICULUM

NMJC’s Patterns of Evidence
- Performance-Based Budgeting Indicators
- Technical Program Review

Performance-Based Budgeting Indicators

New Mexico Junior College, in conjunction with the New Mexico Association of Community Colleges (NMACC), has developed ten indicators to be utilized for performance-based funding. Of these ten indicators, which can be found in the Strategic Plan 2005 - 2010 (18), the following ones can be used to benchmark with other community colleges in the state and develop strategies for improvement in the academic areas:
PBI 1 - Academic Quality / Student Progress and Success

Outcome. Annually each cohort of new students (beginning with fall 1998) who were intending to transfer or obtain a career credential (based on an intent model adopted by NMACC) will be tracked after 3 years. At this point the number who received a degree or certificate, transferred, became transfer ready, or are still enrolled will be determined.

PBI 2 - Economic Impact

Outcome. Annual placement rates of graduates who were located and placed in jobs will increase over the three-year rolling average.

PBI 5 and 6 - Service to New Mexicans

Outcome. Numbers served in the Advanced Career Technology Academy (ACT Academy) and in distance education programs will be increased based on three-year rolling averages from a baseline rolling average of program participants from 2000 - 2002.

PBI 7 - Effective and Efficient Use of Resources

Outcome. For those programs in existence three or more years, there will be more programs annually having increasing or level enrollments over a three-year period than decreasing enrollments beginning in 1999.

PBI 8 - Student Persistence

Outcome. Are community college students persisting from a given fall to spring term and a fall to fall term at increasing rates annually and based on rates of a set of peers, and do persistence rates vary among ethnic and gender groups?

PBI 10 - Graduation Rates (External Common Indicator)

Outcome. Are graduation rates at our community colleges increasing based on institutional annual comparison rates and rates of a set of peers (NM Department of Higher Education approved), and are there disparities in rates among gender and ethnic groups?

Technical Program Review

New Mexico Junior College is dedicated to maintaining high industry standards in all technical programs. To better ensure this quality, technical programs are encouraged to seek industry certifications where appropriate.

ASEP and ASSET. In 1993, the GM ASEP Program at New Mexico Junior College, after meeting strict industry standards, was awarded Master Certification by the National Automotive Technicians Education Foundation (NATEF). This is the
highest level of achievement recognized by the National Institute for Automotive Service Excellence (ASE). The program continues to meet the standards of NATEF through reviews conducted every two and one half years. The next scheduled recertification on-site visit will occur in October 2008. In the fall of 1999 the NMJC General Motors ASEP program was selected as the National Runner-Up of the Association for Career and Technical Education (ACTE) and Automotive Industry Planning Council’s (IPC) Award for Excellence in Automotive Service Programs. The ASEP program received this national award for postsecondary, manufacturer-affiliated automotive programs after being selected as the first-place winner in the State of New Mexico.

Similarly, after meeting strict industry standards, the Ford ASSET program at New Mexico Junior College was awarded Master Certification by the National Automotive Technicians Education Foundation (NATEF) in 1993. This is the highest level of achievement recognized by the National Institute for Automotive Service Excellence (ASE). The program continues to meet these high standards. In 1998, the ASSET program passed its first NATEF five-year, recertification on-site review. One of the proudest moments in the history of the Ford ASSET program at NMJC occurred in 2002 when the program was nationally recognized by the Automotive Industry Planning Council (AIPC) as the most outstanding postsecondary manufacturer-affiliated program in the nation for 2001.

Nursing. The NMJC Career Mobility Nursing Program (CMNP) is accredited by the National League of Nursing Accrediting Commission (NLNAC). The CMNP submits a Self-Study Report as guided by NLNAC standards and criteria prior to each accreditation visit. These standards and criteria address the following components of the CMNP, including mission and governance, faculty, students, curriculum and instruction, resources, integrity, and educational effectiveness.

Currently, the nursing curriculum is being restructured to update the curriculum and entrance requirements. This renovation is a result of collaborating with Assessment Technologies Institute and a curriculum specialist. The new program is designed to begin in the fall of 2005 for first-semester nursing students and has been approved by the State Board of Nursing and the National League of Nursing Accrediting Commission. In addition, in 2005, a study has been commissioned to establish baseline data to support continuous improvement efforts.

Print Education. The graphic design programs have recently received accreditation by the Graphic Arts Education Research Foundation for Print Education. This program is the only state program in New Mexico to receive this accreditation. In order to maintain this accreditation, instructors complete annual professional development. The next renewal will be in 2006.
Chapter 4

Public Safety. The law enforcement and corrections academies are sanctioned by the State of New Mexico and are subject to annual audit and inspection by the Department of Public Safety and the Department of Corrections.

MAINTAINING A RELEVANT CURRICULUM

NMJC’s Patterns of Evidence

- General Education Common Core Curriculum
- Advisory Committees & Industry Standards
- Collaborations with External Entities

General Education Common Core Curriculum

New Mexico Junior College, along with the New Mexico Higher Education Department and representatives of the state’s community colleges and universities, are collaborating to define various transfer courses to guide students who anticipate transferring between institutions. Courses selected in accordance with these modules are guaranteed to transfer between institutions and to apply toward requirements for a bachelor’s degree. Modules have been defined for students planning to major in business, engineering, teacher education, physical sciences, biological sciences, or social / behavioral sciences. Colleges continue to work to define additional modules. A listing of these courses can be found online at A Matrix of Transferable Courses Fulfilling The General Education Common Core - http://hed.state.nm.us/colleges/matrix.asp.

Advisory Committees & Industry Standards

The involvement of advisory committee members for the technical programs at NMJC provides assurance that the curriculum is relevant and up-to-date. These committees meet a minimum of once each semester to review the status of the program. Discussions are held regarding the goals and objectives of the program and the relationship between what is being taught and what skills students need when they enter the workforce. Modifications to the curriculum may be made upon the recommendation of the committee members. These members also provide an excellent network of contacts for students as potential sites for cooperative experiences and for potential employers. The advisory boards are made up of industry members, professional representatives, former students, and graduates from the program. These advisory board members provide a broad perspective of their industry. NMJC faculty and administrators are also part of each advisory board.

Because of the constantly changing nature of the industry, faculty in programs such as nursing and automotive acknowledge that the curriculum content taught during one two-year cycle will dramatically change in the next cycle. As the automotive industry introduces new automobiles with new technology, so the curriculum changes for the students. As the nursing profession moves to
advancing the work duties of entering nurses, the nursing curriculum must adjust.

The welding program aligns with industry to ensure that the program and course material are up-to-date with the current codes and standards of the welding industry. Students may train for several categories including basic metallurgy, gas and arc welding, inert gas welding, pipe welding, structural welding, and ferrous and non-ferrous material welding. American Welding Society, American Society of Mechanical Engineers, American Petroleum Institute, and American Society for Non-Destructive Testing are used as the standards to ensure that the courses and the program are in line with industry expectations.

Collaborations with External Entities

New Mexico Junior College recognizes that the education of students in the service area cannot be accomplished by one entity alone. New Mexico Junior College collaborates with other institutions to better ensure that students in high school and beyond can receive courses that otherwise would not be available. New Mexico Junior College listens to the voices of students, the community, and other institutions to provide a relevant curriculum that continues to meet the diverse needs of constituencies. A few of these recent agreements include the following:

- Agreement with Hobbs Schools to provide a building trades program to be housed at Hobbs High School.
- Agreement with area schools to provide an associate in applied science degree in Paraprofessional Education. The curriculum was developed through close collaboration with public school administrators.
- Agreement with Eastern New Mexico University to provide technical students with the means to complete a bachelor of applied arts and sciences degree through distance education.
- Agreement with Lubbock Christian University to provide a means for students to complete a bachelor of science in organizational management degree.
- Agreement with College of the Southwest for a bachelor’s degree in early childhood education, with NMJC to be the sole provider for the early childhood education courses for the degree.
- Agreement with the local Lea County Correctional Facility to provide a barbering program.
- Agreement with the newly opened Black Gold Casino to provide the first private security training academy for employees.
INDEPENDENT LEARNING & APPLIED PRACTICE

New Mexico Junior College supports the experiences faculty provide to students in improving their independent learning and application to real-world situations. Faculty across the curriculum provide these experiences in a variety of ways:

- Students in New Mexico history conduct research using primary source documents. Given access to the College archives, they codify and inventory selected sections, creating “finding aids” for the collection. Students in this history class apply their knowledge through the creation and display of historical dioramas. In a group, they decide on a topic to research and translate a facet of their research into a three-dimensional representation of the historical facts.

- Technical physics students perform experiments with automobiles in the Lea County Event Center parking lot. These automotive technician students relate well with the activity since it is connected to the performance and safety of autos. The purposes of these experiments are to determine the coefficients of friction and acceleration of automobiles under various conditions. This emphasizes the safety of braking in cars, and ABS brakes and non-ABS brakes. To conduct these experiments, all the students need are an automobile, meter stick, stopwatch, and yellow tape.

- English students have had the opportunity in recent years to write, revise, and publish their poetry through a poetry contest and publication.

- Students in a psychology class recently designed a student survey to gather data on campus environmental factors that aid or detract from learning.

- Students in the performing arts have opportunities to perform with other community groups which give them a variety of experiences outside their regular performance groups.

- Clients in the surrounding area depend on the public access cosmetology lab to receive a range of services from the supervised students. This interaction not only gives students practice in the technical skills but also provides them with practice in human interaction and problem solving.

- Students in graphics arts have designed a new entry for Hobbs Country Club and participated in a competition to design a new logo for Southwest Symphony.

- The students in the public safety programs receive experience in applying their learning in the academy’s practical survival scenarios. The classrooms are staged to portray a specific incident which forces the students to use their training to respond to the given situation. An extraordinary experience is provided in the firearms simulation room, where officers respond to firearm situations that are simulated to mock real-life situations.
 Students in nursing participate in clinical rotations in a multiplicity of health care facilities. Students are exposed to a diverse array of experiences and perform direct patient care based on skills learned in the classroom lab.

- CISCO students practice networking and troubleshooting drills on simulation set-ups.

An on-site investigation was conducted during summer 2005 by an English faculty member to explore the possibilities of sponsoring students to travel to China where students will teach English to groups of Chinese elementary students.

**PROMOTING SOCIAL RESPONSIBILITY**

**NMJC’s Patterns of Evidence**

- Citizenship Responsibilities
- Campus Ambassadors
- Honor Societies
- Student Organizations

Students at New Mexico Junior College are given opportunities to make contributions to society. Faculty and staff give of their time to sponsor these student activities.

**Citizenship Responsibilities**

The Director of Student Life works with student government in an effort to build enthusiasm for activities related to citizenship and government. One such event held was mock elections to correspond to the presidential elections in 2004. New Mexico Junior College also makes a good faith effort to distribute voter registration forms to each student enrolled. Forms are available in the Counseling Office, Pannell Library, and the Student Life Office. Students are also encouraged to register to vote online.

**Campus Ambassadors**

The Campus Ambassadors Program seeks to provide opportunities for outstanding students to develop leadership and communication skills through involvement in student recruitment and community relations activities at the College. Campus Ambassadors also assist with new student recruitment activities, serve as campus tour guides for prospective students and special guests of the College, and represent the student body at official functions.

**Honor Societies**

Honor societies at New Mexico Junior College include Phi Theta Kappa, a society that recognizes and encourages leadership and scholarship and Sigma Kappa Delta, an honor society for English students in two-year colleges throughout the nation.
Student Organizations

Phi Beta Lambda is an association for members preparing for careers in business and business related fields. During the previous year, members sponsored and supported a college-wide effort to provide gift baskets to military serving overseas. Other student organizations include the Alliance for Minority Participation in Math, Science, & Engineering, Baptist Student Union, Drama Club, Fellowship of Christian Athletes, Sensations, Student Government, Skills USA, and the Student Nurses Association. These organizations sponsor food drives, blood drives, book drives, and other activities to support the community.

Faculty and staff act as role models to students in demonstrating responsibility to society. New Mexico Junior College encourages students and employees to become a part of the community and to make meaningful contributions. NMJC encourages the use of NMJC facilities for community groups. To support community concerns, the College opens facilities for town meetings: past activities have included a visit from the governor of New Mexico and informational meetings regarding the location of a uranium enrichment plant in the service area. New Mexico Junior College encourages employees to participate in activities such as America Reads and area cleanup days.
Core Component 4d: New Mexico Junior College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

COUNSELING AND INSTRUCTIONAL SUPPORT

New Mexico Junior College recognizes that for students to be successful, adequate counseling and instructional support must be provided to help them through a variety of life challenges. Without this support, the acquisition, discovery, and application of knowledge will be difficult for many students.

NMJC’s Patterns of Evidence:
- Counseling
- Tutoring Program
- Student Support Services - TRiO
- Adult Basic Education
- Learning Communities

Counseling

During National Substance Abuse Month, the Counseling Office and the Lea County Guidance Center co-sponsor an event which provides third-party counselors for students to visit with about substance abuse issues. Films, literature, and assessment instruments are also made available to students. During each fall term, the Counseling Office holds a screening on National Depression Day or National Suicide Awareness Day. Counselors come to the College, provide an assessment, and inform students of mental health services available within the community. In addition to ongoing support in academic advising, all of the counselors at NMJC possess Licensed Professional Counselor certification for ongoing counseling situations. At times, students are referred to the Counseling Office as part of campus discipline. These discipline issues may be related to anger management or violations in the residence halls. The Counseling Office also is responsible for providing special needs counseling and is the office that receives and acts on referrals for reasonable accommodations for special needs students.

Tutoring Program

The goal of the New Mexico Junior College Tutoring Program is to provide tutoring for students in any academic area of need. The Director of the Learning Assistance program works with faculty to attract the best students for positions as student tutors. Thus, the requirement for tutors is that they are recommended by an instructor or have a minimum of a bachelor’s degree in the field. The Director also works to ensure that tutors follow correct and ethical
guidelines in working with the students. Through the use of Smarthinking, the online tutoring software, students have an added venue for help.

**Student Support Services - TRiO**

As part of the federally funded TRiO program, Student Support Services (SSS) helps disadvantaged students reach their educational goals. SSS staff help students develop goals, identify majors, complete degree plans, and explore transfer and career options. The SSS program houses its own computer lab, provides special workshops and travel opportunities, and provides tutoring and mentoring for students who meet the qualifications of the program.

**Adult Basic Education**

To better serve the educationally underprepared population in the service area, New Mexico Junior College is dedicated to supporting Adult Basic Education (ABE) program, which provides adults (16 years and older) with GED preparation classes, English as a Second Language classes, basic reading / literacy classes, and citizenship preparation classes. With the addition of the downtown Literacy Alliance building, we are able to expand services to a broader population. In 2003 - 04, ABE served 737 students and had 57 students go on to enroll in classes at NMJC.

**Learning Communities**

The Learning Communities at New Mexico Junior College provide an integrated curricula connecting two or more disciplines with a common theme. The goal of the Communities is to help learning become more meaningful and achievable for students who may need or want group support. The program helps learners to earn higher grades than they might earn in stand-alone courses and to obtain greater satisfaction in their college experience. Learning Communities also offer additional support in the form of study groups and tutoring.

**ETHICAL CONDUCT**

Ethical conduct is the expectation for students, faculty, and staff at New Mexico Junior College. These expectations are presented in the information that is provided to students and staff and is documented in the research and reporting standards that occur throughout the institution.

**NMJC’s Patterns of Evidence:**
- New Mexico Junior College Board Policy Manual
- Student and Employee Handbooks
- Office of Institutional Research and Planning
- Family Educational Rights and Privacy Act
New Mexico Junior College Board Policy Manual

The Board Policy Manual is the formal documentation and statement of policies related to the philosophy and governance for all areas of the College. These policies, along with state and federal government laws, provide the fundamental guidelines for the administration of the College. The Manual includes policies related to the Board, administration, personnel, curriculum and instruction, student services, fiscal and support services, campus activities, and security. Policy No. 304 provides a Board member code of ethics, code of conduct, and conflicts of interest. Details of the policies are located in the appropriate handbooks and manuals. Any employee group may recommend policy revisions to the administration.

Student and Employee Handbooks

Students’ ethical responsibilities are addressed in the Student Handbook starting on page seven and include a statement of expectations for behavior; definitions for personal conduct within the realms of Civility, Ethical Behavior, Morality, and Respect; and a commitment to personal responsibility and integrity.

Other sections in the Student Handbook contain the judicial process and the student discipline process, including cheating and plagiarism. The Vice President for Student Services (VPSS) is charged with the administration of the non-academic-discipline system at the College. However, the appropriate instructor shall impose penalties for acts of cheating and plagiarism by students on any graded work or exam. Department heads, in coordination with program sponsors / coaches, may impose penalties for violations in cooperation with the VPSS. Educational sanctions may include counseling; alcohol / drug evaluations; service tasks; reprimands, either oral or written; restrictions; restitution; interim suspension; suspension; interim probation; probation; and expulsion.

Policies and procedures for employees are found in the Employee Handbook. A revised handbook is issued each year. Policies concerning employment procedures, regulations, the copyright policy, public relations, and other general policies are all included in the handbook.

Office of Institutional Effectiveness

The Office of Effectiveness serves as a resource for staff, faculty, and students regarding research methods, application, and evaluation. The Office is responsible for overseeing New Mexico Junior College’s planning and procedures for conducting research. The Office facilitates the flow of accurate, timely information and assists in defining issues, selecting research designs, obtaining information, and interpreting results. A major function of the Office is to respond to diverse requests for data internally and externally and prepare
reports from College databases for state performance indicators, accountability, and grants.

*Family Educational Rights and Privacy Act*

The registrar provides a review of the Family Educational Rights and Privacy Act (FERPA) regulations to the entire staff during the beginning of each school year. Each semester the registrar presents the information to both full-time and adjunct faculty. A link on the NMJC website connects the user to the government web-page for more information on FERPA.

**PRACTICING SOCIAL RESPONSIBILITY**

The respect that students and employees give to society is demonstrated in a variety of ways at New Mexico Junior College. This respect may be shown through student behaviors during competitions or public service activities and through opportunities provided to employees to exercise their rights to be responsible citizens.

*NMJC’s Patterns of Evidence:*
- Student Organizations and Athletics
- Student and Staff Contributions to Society
- College Support for Responsible Behaviors

*Student Organizations and Athletics*

New Mexico Junior College encourages students to participate in school organizations and community functions. All student organizations maintain charters and by-laws and report through sponsors to the Director of Student Life. New Mexico Junior College gives its student organizations tremendous latitude when it comes to community service projects. Students represent the College in competitions away from the College; therefore, students are expected to follow general codes of conduct when they are representing the College.

The athletic department maintains a stricter set of policies for the student athletes. Students involved in athletic programs are taught social responsibility. Students learn and are encouraged to demonstrate good sportsmanship and respect for each other, their coaches, staff, and officials. The athletic policy on Alcohol & Drugs is strictly enforced; all athletes are required to attend the informational orientation meeting regarding the NMJC Athletic Department Alcohol Abuse and Illegal Use Policy.


Chapter 4  

Criterion Four  

Student and Staff Contributions to Society  

Faculty and staff help student groups at New Mexico Junior College find ways to give back to society. The following examples represent a variety of events that have occurred in the last few years:

- Phi Beta Lambda sponsors a canned foods drive. The food drive is fast becoming a tradition that involves as many student and employee organizations as possible.
- Cosmetology-SkillsUSA provides a valuable service to cancer patients through the Look Good, Feel Better program by offering free services as a way of improving the patient’s self-esteem. In addition, the cosmetology program provides a special day of pampering for residents of nursing homes and assisted living facilities. Cosmetology also offers complimentary makeovers to Guidance Center clients getting ready to re-enter the workforce.
- Employees and students participate in a community “Fill The Bus” campaign by contributing school supplies for families who cannot afford to buy back-to-school supplies.
- Phi Theta Kappa annually hosts a Foster Children’s Christmas Party and receives campus-wide participation in donating gifts.
- Through the impetus of the 2004 national presidential elections, faculty-sponsored College Republicans and College Democrats were organized. In addition to voter registration drives, the College Republicans were selected as captains to oversee volunteers for the presidential visit in fall 2004.
- Art students at NMJC completed design work for the PT Cruiser for the Dare Program, a drug awareness program of the Hobbs Police Department.
- Students and instructor in the Cultural Anthropology class assisted three elementary fourth grade classes as they participated in an archaeological dig on the NMJC campus.

College Support for Responsible Behaviors  

For the welfare of employees and the community at large, the administration supports the following measures for responsible behaviors of employees:

Defensive Driving Classes. Because of the College’s geographic location, many faculty and staff find it a frequent requirement to travel with students or to attend meetings across the state or region. Because of this, all faculty and staff must take a defensive driving class before driving for any school-related business. This action, which must be updated every two years, provides an added measure of safety in transporting students and in carrying out other business of the College.
Wellness Program. New Mexico Junior College is concerned about the health and well-being of employees and therefore offers a Wellness Program to all full-time employees. Faculty and staff may elect to participate in an exercise program at minimal or no cost. In addition, the College provides that one hour a week of an employee’s working time can be devoted to exercise at College designated areas after receiving approval of the supervisor.

Sick Bank. A recent policy has been adopted by the New Mexico Junior College Board related to transfer of accrued sick leave from one employee to another. The basic transfer policy, which is strictly voluntary, allows an employee to transfer a maximum of 40 hours to another employee, who has expended his or her own accrued leave because of a catastrophic illness or injury. The receiving employee must have been employed with NMJC at least one year. An extended transfer policy exists for employees who have been employed at the College for five or more years.

INTEGRITY OF RESEARCH & PRACTICE

NMJC’s Patterns of Evidence:
• Academic Freedom Policy
• Academic Honesty Policy
• Policies for External & Internal Research
• Copyrights & Patent Ownership

Policies and processes are in place at New Mexico Junior College to support the integrity of research and practice by students and staff. These policies are designed to protect the rights of individuals, the integrity of the classroom, and the integrity and protection of valuable institutional and student information.

Academic Freedom Policy

The New Mexico Junior College Academic Freedom Policy is found in the Employee Handbook and describes oversight over faculty teaching practices as follows: “As a purveyor of ideas, the faculty employees at times may come in conflict with the prevailing belief of large segments of society and even with those of their own colleagues. Academic freedom is not easily defined because it involves a special set of guarantees. The right to support unorthodox positions, arrived at through scholarly investigation free from reprisals or coercion, is fundamental to the continued progress of society. The right to pursue unpopular lines of inquiry and express new and unaccepted ideas falls within the framework of a very special set of guarantees; society expresses a willingness to risk the consequences because history confirms that the risk is outweighed by the benefits derived from such a society” (36).
Academic Honesty Policy

The New Mexico Junior College Academic Honesty Policy is found in the Student Handbook and outlines action that could be taken for violation of the honesty policy: “The College reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards” (10). The policy further defines academic dishonesty as follows: “Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other College records. Cheating or gaining illegal information for any type of graded work is considered dishonest and will be dealt with accordingly.”

Policies for External & Internal Research

The Institutional Effectiveness Office adheres to the Association of Institutional Researchers Ethical Guidelines. The Director of Institutional Research leads the Institutional Review Board, a standing committee that approves all requests and procedures for internal research studies. Procedures for requesting research are posted on the College website and include the general policies and procedures, the functions and responsibilities of the review board, procedures for authorizing and conducting research, and other information and forms. The Office of Institutional Research and Planning is responsible for the collection of data from both internal and external sources, as well as the analysis, distribution, and presentation of this information for use in planning, decision-making, and policy formulation at New Mexico Junior College.

Copyrights & Patent Ownership

New Mexico Junior College has a policy on copyrights and patent ownership to explain the arrangement for ownership of literary materials and inventions developed by College employees. Policy No. 805 of the Board Policy Manual delineates the difference between independent works versus supported works. In addition, the policy allows for a Rights Agreement to be entered into between the employee and the College for shared ownership. A revision to this policy has been developed to include ownership of distance learning curriculum. This policy will be presented to the Faculty Senate and other employee support groups in fall 2005 before it is submitted to the Board for approval.
CONCLUSION

New Mexico Junior College is a future-oriented organization expanding learning opportunities for students and employees with degree completion agreements with four-year institutions. NMJC supports the professional growth of employees by encouraging active participation in state, regional, and national professional organizations. The exploration of the possible teaching experience in China for students is evidence the College continues to look to the future of expanding global learning opportunities.

New Mexico Junior College strives to be learning-focused through its commitment to provide technical programs that meet stringent accreditation standards promoting a curriculum that stays current and relevant to students and to industry. Also, NMJC supports the application of learning to real-world experiences, such as the applied primary research conducted by history and psychology classes and the realistic work environment provided to automotive, cosmetology, and nursing students.

New Mexico Junior College is a connected organization demonstrated by exposing students to the environment through backpacking, camping, and canyon field trips. Students stay connected with the community through their volunteer activities ranging from aiding in an elementary school archeological dig to cosmetology students providing services free of charge to cancer patients and residents of rest homes.

New Mexico Junior College is a distinctive organization with unique technical offerings—ASEP and ASSET automotive programs receiving national recognition, the first private security training academy provided by a state heralded public safety program, first online novice nursing course, and a barbering program offered at the Lea County Correctional Facility.
STRENGTHS

- New Mexico Junior College offers extensive resources to support students as they strengthen their independent learning; these resources include science labs, computer labs, competitions, student shows, tutorial services, the Literacy Center, the Learning Assistance Center, and clinical and cooperative experiences.
- New Mexico Junior College’s increases in distance learning offerings allow students from outside the service area to attend courses and interact with students on a global scale.
- New Mexico Junior College’s technical program accreditation ensures the curriculum is current and relevant, thus providing students with appropriate credentials. Advisory committees also provide strong support for technical programs and add vital links to the community.
- New Mexico Junior College offers many professional development opportunities to professional employees for travel and for on-campus workshops, seminars, and classes.
- New Mexico Junior College provides opportunities for students and employees to complete advanced degrees from Eastern New Mexico University, New Mexico State University, College of the Southwest, and Lubbock Christian University.

ACTION ITEMS

- New Mexico Junior College will reconsider the effectiveness of the program review process.
- New Mexico Junior College will develop strategies to meet or to exceed the thresholds of the state-mandated Performance-Based Funding Indicators.
- New Mexico Junior College will review the course placement procedures.
- New Mexico Junior College will initiate a discussion of the meaning of general education at NMJC.
- New Mexico Junior College recognizes through self study that we do not have a current policy regarding intellectual property rights. A policy has been drafted that will be presented to and reviewed by all employee groups at New Mexico Junior College.
- New Mexico Junior College will develop consistent and coordinated professional development training opportunities for all staff.
Criterion Five:
Engagement and Service

As called for by our mission, New Mexico Junior College identifies our constituencies and serves them in ways we both value.
Chapter 5

Criterion Five – Engagement and Service

As called for by our mission, New Mexico Junior College identifies our constituencies and serves them in ways we both value.

INTRODUCTION

Constituents of NMJC have been identified throughout this self study. Strategic planning processes provide a formal method of inviting participation from public schools, other postsecondary institutions, government officials, and business leaders. The business and industry representatives serving on advisory committees provide a mechanism for ensuring up-to-date curriculum. The College listens and responds quickly to the needs of industry and public schools to satisfy diverse needs for workforce training. Collaborating with community agencies and other higher education institutions better meets the diverse needs of the community.

In Criterion Five, information taken from the 2004 Market Analysis of New Mexico Junior College will be presented to demonstrate the value constituents in the service area place on the services of New Mexico Junior College. The results of this market analysis, conducted by RMA Research, are located on the NMJC website at Market Analysis of NMJC - http://www.nmjc.edu/aboutnmjc/NMJCRreport.pdf.
Core Component 5a: New Mexico Junior College learns from the constituencies we serve and analyzes our capacity to serve their needs and expectations.

SUPPORTING COMMITMENTS THROUGH THE MISSION

“The mission of NMJC is to provide quality educational programs and support services and to enhance the quality of life for the communities and individuals we serve” (Policy No. 200, College Board Policy Manual). In support of the mission and in addition to college transfer and technical programs, NMJC is committed to the support of adult basic education, distance learning, and a variety of outreach programs.

NMJC’s Patterns of Evidence

- Commitment to Adult Basic Education
- Commitment to Distance Learning
- Commitment to Outreach Programs

Commitment to Adult Basic Education

NMJC collaborates through relationships with various agencies such as the New Mexico Coalition for Literacy. The Literacy Alliance Building was donated to NMJC by the Literacy Alliance Board in 2004. The facility, located in downtown Hobbs, currently houses NMJC’s Adult Basic Education program and offers GED, ESL, Citizenship, Basic Reading, and Basic Computer classes.

Commitment to Distance Learning

The Market Analysis of New Mexico Junior College reports the following about distance classes, the Internet, and NMJC: Of those respondents who were “not-too-familiar” to “very familiar” with NMJC, further questions were asked about online education. Almost two-thirds of this knowledgeable group would consider taking a class over the Internet. In addition, over half stated that they were likely to complete an entire degree program online. This level of response was consistent between respondents in New Mexico and Texas. While online education is not for everyone, the responses here show a strong desire for this approach. This high level of response suggests that NMJC should continue and possibly expand its online class and degree opportunities. As online opportunities increase, the web presence of NMJC becomes even more important. Having the web serve as a portal for all student services (paying bills, library resource access, buying books, registering for courses, etc.) needs to be examined (26).

NMJC has responded to this information by expanding online learning in most areas of the curriculum and by instituting mandatory training for faculty who wish to teach utilizing WebCT, a course management system.
Chapter 5

Criterion Five

Commitment to Outreach Programs

Small Business Development Center. The Small Business Development Center (SBDC) will expand its services to the Literacy Alliance Building to provide a business resource center. The SBDC will utilize this space to provide counseling, planning services, and resources to potential and current business owners. The SBDC will strive to provide bilingual services at this facility. The SBDC and the Division of Continuing Education/Workforce Development will continue to work collaboratively to serve the workforce and business community through short courses, trainings, and conferences. In the future, NMJC intends to provide a variety of student services at this new location. A sampling of the anticipated services may include, but are not limited to, the following:

- academic advising
- registration
- financial aid
- work-study positions
- tutoring

To continue to grow the educational opportunities offered at this site, NMJC plans to conduct a needs assessment to better serve students and the community. Also, efforts will be made to implement learning communities in this instructional environment to assist with greater student retention. In the future, additional staff may be added to assist with operational functioning of this facility. There will also be exploration of alternative approaches to academic semesters in order to rapidly move students through coursework needed to enhance job skills.

Continuing Education. Continuing education classes are designed to provide short-term learning experiences. NMJC recently has been involved with the employment and training of casino workers in conjunction with the opening of the new Zia Park Casino and Racetrack. Continuing education programming is flexible and geared toward the client. Local business and industry utilize NMJC’s campus for employee training seminars, such as Conoco and Marathon Oil Company oilfield training seminars, Arco First Aid & Safety Meeting, Boots & Coots Well Fire Control workshop, and several New Mexico Bar Association meetings.

Advanced Career and Technology Academy. A collaborative agreement between New Mexico Junior College and the Advanced Career and Technology Academy provides students the opportunity to gain technical and occupational skills leading to employment immediately following high school graduation and preparation for transfer to NMJC college programs. For many of these students, the practical training in technical and occupational classes is more immediately appealing and encourages them to remain in school until graduation. Because of the strong articulation agreements between NMJC and ACT Academy, students who complete the ACT Academy component and maintain a B average or better can matriculate into New Mexico Junior College with advanced credit. They are trained for immediate employment and have completed part of their
associate’s degree. NMJC has seen an increase in both the number of ACT Academy programs offered and the enrollment in these classes.

**Lea County Distance Education Consortium.** The Lea County Distance Education Consortium is a partnership between all five of the Lea County School Districts and NMJC. The initial equipment required to begin operations was provided through a grant from a local foundation. Through this relationship, NMJC on-campus classes are broadcast to high schools throughout Lea County via ITV. Participating high school students receive both high school credit and college credit (concurrent enrollment). The consortium’s ITV equipment is also utilized by NMJC to broadcast college credit courses to area high schools.

**NMJC Del Norte Fitness Center.** The NMJC Del Norte Fitness Center is an off-campus physical education facility offering eighteen sections of credit classes, as well as access to the general public through monthly memberships or daily guest fees. The main emphasis of the credit offerings revolves around an aquatic exercise program offered in conjunction with the National Arthritis Foundation. The age in these classes ranges from teens to students in their 80’s and 90’s. Other credit offerings include a land-based arthritis exercise class, weight-training, aerobics, racquetball, and indoor cycling.

**Collaborative Outreach.** The President of New Mexico Junior College meets monthly with superintendents from the area public schools and the President of Eastern New Mexico University. These meetings are geared toward building collaboration as well as identifying potential opportunities which exist in providing education to the community. In addition, the Presidents of NMJC and College of the Southwest meet on a regular basis to determine common needs such as housing, programs, and athletics.

**RESPONDING TO EXTERNAL CONSTITUENCIES**

New Mexico Junior College engages with its external constituencies by listening to their ever-expanding needs. As a comprehensive community college, NMJC recognizes the variety of constituency needs and must determine if it can satisfy those needs or if the College must reach out to other entities.

**NMJC’s Patterns of Evidence:**
- Meeting the Education Needs Locally
- Expanding Educational Opportunities

**Meeting the Education Needs Locally**

New Mexico Junior College responds to the needs of external constituencies by providing life-long learning opportunities. These opportunities range from programming for secondary students to programming for employees in the workforce. These classes address the needs of external constituencies and are offered both on- and off-campus.
Construction & Industrial Technology Program. The Construction and Industrial Technology Program began as an effort to address the needs of the overwhelming increase in construction occurring in Lea County. NMJC entered into a collaborative agreement with the Hobbs Public Schools to cooperate in offering a Construction and Industrial Technology Program which would be conducive to the needs of high school and college students. This collaborative program, offered at Hobbs High School, reduces the operation costs and capital costs to both the high school and NMJC.

Driver’s Education. NMJC provides certified Driver’s Education to Lea County. The majority of participants are from Hobbs and Lovington. Through an agreement with the Hobbs School District, NMJC also provides a certified Driver’s Education program on-site at Hobbs High School.

Department of Vocational Rehabilitation. NMJC works closely with the Department of Vocational Rehabilitation (DVR) to provide workforce training to its clients. NMJC regularly informs DVR of upcoming short-term training events, and the DVR matches the available training with their clients’ needs.

Childcare Provider Training. Through Family Resource and Referral and the Family Center of Lea County, NMJC provides state-certified, short-term training (45 hours) to individuals who aspire to work as assistants in childcare facilities (e.g. Head Start) or become home childcare providers. The classes are offered on an as-needed basis. In addition, through NMJC, Family Resource and Referral provides continuing education workshops for local childcare workers.

Food Handling and Safety. In partnership with the New Mexico Environmental Department, NMJC provides training for all restaurant employees in the safe handling of food. This is provided as a community service at no cost. NMJC provides the facilities and advertises upcoming classes; the New Mexico Environmental Department provides the instructor. These classes are often offered at the request of local businesses.

Waste Isolation Pilot Plant. Through a grant from Westinghouse TRU Solutions, the Radiological Control program provides screening courses for qualified applicants for the Waste Isolation Pilot Plant (WIPP). Current WIPP employees who are qualified technicians can receive college credit for previous learning experiences though this partnership. Efforts are currently being made to build relationships with PANTEX, Los Alamos, Sandia National Labs, and Louisiana Energy Services.

Spartan Technology. NMJC and Spartan Technology met approximately five years ago in an effort to provide training for a Spartan Electronics Plant. NMJC provided ISO soldering classes and also provided a preliminary soft skills training program. The crash of the stock market and the September 11 terrorist attacks were two of the reasons Spartan Technology decided not to relocate in Lea County. However, contact with the CEO of Spartan is maintained on a quarterly basis, and it is the hope of administrators that Spartan will relocate a plant to Hobbs, New Mexico.
Expanding Educational Opportunities

New Mexico Junior College's commitment to open access of educational opportunities reaches beyond the campus. The College works diligently to join with area agencies and public schools to support, encourage, and promote the participation and success of these residents in all facets of education and training. To this end, NMJC frequently enters into formal and informal collaborative arrangements that serve to support a continuum of educational services within the community. Agreements currently exist between New Mexico Junior College and Eastern New Mexico University, Lubbock Christian University, College of the Southwest and New Mexico Highlands University. Students are able to complete bachelor’s and master’s degrees from the universities while living in Hobbs.

NMJC also facilitates ITV to New Mexico Highlands University for distance education in their Master’s of Social Work program.

Lubbock Christian University will begin classes at NMJC in fall 2005 for a degree completion program in organizational management.

In August of 2004, NMJC and Mesalands Community College established a partnership to provide Commercial Driver’s License (CDL) training for students. In this cooperative venture, NMJC provides the classroom and driving range, written and skills testing, and advertising through course schedules and website. Mesalands is responsible for the equipment, tuition and fees, instructors and curriculum, grades and certificates. In addition, Mesalands provides joint advertising. The Memorandum of Understanding between the two colleges provides for two courses / programs offered each academic year.

NMJC and College of the Southwest operate 2+2 programs in criminal justice and early childhood education. The intent of both colleges is to provide additional 2+2 programs for all transfer programs that the institutions have in common.
Core Component 5b: New Mexico Junior College has the capacity and the commitment to engage with our identified constituencies and communities.

NMJC is committed to engaging with its identified constituencies and communities. According to the Higher Education Research Institute (HERI) survey administered in spring 2005, 82 percent of faculty respondents indicated it is a high or highest priority at NMJC “to create and sustain partnerships with surrounding communities.” This percentage is significant because only 64.8 percent of their peers in other public two-year colleges stated the same.

CONNECTIONS WITH NMJC’S COMMUNITIES

NMJC’s Patterns of Evidence:
- Workforce Training
- Off-Campus Courses
- Distance Education Offerings
- ELIN Consortium
- TRiO
- Community Use of Facilities
- Children’s Programs

Workforce Training

Specific workforce training includes programs for LES Uranium Enrichment Facility, Corrections Officers, Fire Science, Police Academy, WIPP, Black Gold Racetrack / Casino, and Petroleum Technology. Sanctioned by the Department of Corrections in Santa Fe, the Corrections Training Academy provides state-of-the-art instruction to correctional cadets. The following programs are administered through the division:

- Academic – criminal justice (law enforcement, corrections, judicial), fire science, and legal assistant / paralegal.
- Vocational – law enforcement academy, corrections academy, fire academy, and casino / gaming private security.
- Certified and Commissioned Officer Program – academic credit for work experience and training.

The correctional officer basic training program prepares individuals for New Mexico State certification, which allows them to work in any state correctional facility within the state of New Mexico. The Corrections Training Academy has specific agreements to provide training for Lea County Corrections Facility (LCCF) employees. Further, LCCF provides a full-time liaison officer as a training sergeant assigned to the academy.

The Law Enforcement Academy is structured around state-mandated competencies and is sanctioned by the New Mexico Department of Public Safety. Prior to January 1998,
New Mexico Junior College offered a small variety of law enforcement and fire science academic classes which were all instructed by adjunct faculty.

**Off-Campus Courses**

New Mexico Junior College offers numerous college credit classes on-site at Tatum, Lovington, Hobbs, Eunice, and Jal schools. Courses are taught by NMJC faculty members or by qualified members of the local community who are under contract with NMJC. Some of these classes are broadcast to the various sites from the NMJC campus via ITV. In addition, ITV / web-based classes are offered.

**Distance Education Offerings**

NMJC provides facilities to Eastern New Mexico University for the purpose of conducting their distance education (ITV) courses on campus. ENMU offers approximately 60 classes per semester. Bachelor’s degree programs offered include Business Administration, Nursing, and University Studies. Master’s degree programs include Business Administration, Communicative Disorders, and English. ENMU provides an on-site coordinator to serve student needs. This relationship expands the educational opportunities for Lea County residents.

**ELIN Consortium**

The Estacado Library Information Network (ELIN) is an information sharing and resource consortium. The consortium provides for state-of-the-art technology and increases the amount of information that is available to the public. The shared library management system gives patrons access to materials stored at any of the member sites, as well as the ability to access electronically stored media via the Internet. The hardware, which is housed at NMJC, and the software were jointly purchased by the member libraries. The costs of online subscriptions are also shared. NMJC provides support for the software and the hardware both on-campus and on-site. The original members of the consortium include the Hobbs Public Library, the Lovington Public Library, Pannell Library at NMJC, the Woolworth Community Library, Scarborough Memorial Library at College of the Southwest, and at College of the Southwest Library – Carlsbad. The Carlsbad Public Library and the Tatum Community Library have recently been added to the network.

**TRiO**

Upward Bound is a federally funded program providing first-generation, low-income students with enriched educational services to enhance the quality of the individuals and community served. It is intensive college prep for 9th – 12th graders in Lea County. A summer component of Upward Bound gives students an opportunity to live on campus while taking courses.
Talent Search is a federally funded program which motivates first-generation, low-income students to complete their secondary education and make the most of their opportunities to enter institutions of higher learning. This program provides outreach services for 6th – 12th grade students in Lea County.

Student Support Services is a federally funded program which enhances academic skills, promotes character development, and encourages individuals to recognize their unique potential by providing services in a caring and supportive manner. The staff provides support services for first-generation, low-income, or disabled college students.

**Community Use of Facilities**

The facilities at New Mexico Junior College are used by the community for residential camps. Chrysalis camps for boys and girls are held each summer on the campus at which members of various faiths utilize housing, food service, classrooms, and recreational areas on campus. The regional division of the National Soaring Society hosts a soaring competition. While in Hobbs, the Soaring Society utilizes NMJC residential halls and food service. The Civil Air Patrol provides training for young adults to become members of their organization. The trainers conduct classes utilizing classrooms, food service, and housing. Prior to the opening of the Zia Park Casino, the casino human resources personnel used campus facilities to screen and hire applicants.

Facilities have also been used for State Association of County Officers Meetings, State of New Mexico Legislative Finance Committee meetings, and Commission on Higher Education meetings. The staff at NMJC have been invaluable in facilitating these meetings on campus.

**Children’s Programs**

The Staked Plains Roundup is a two-day event held in September on the campus of New Mexico Junior College. The goal of this event is to share with the audience the rich, cultural heritage that exists in southeastern New Mexico, as well as a way to preserve history and elevate awareness of past and present culture. Invitations are sent to all Lea County and area K-8th grade classes (public, private, and parochial), to senior citizens’ organizations, and to organizations who serve special needs children. An open invitation is placed in local and area newspapers, and announcements are made on regional radio and television stations. The event attracted 2,500 people in 2003.

Celebration of the Arts is a summer arts enrichment program funded by a local foundation. This program provides educational, social, and cultural experiences for first-generation, low-income youth in Lea County. The target population includes Lea County students entering the 5th grade who could benefit from these types of activities. Participants are recommended to the program by their respective public school. Activities include field trips to museums such as the Museum of Texas Tech and the Lubbock Garden and Arts Center. Also included in the program are arts activities such
as digital photography, dance, music, drawing, and poetry. Sessions are usually held during two consecutive weeks in June.

**CO-CURRICULAR ENGAGEMENT WITH EXTERNAL COMMUNITIES**

Through collaborative regional and state partnerships, New Mexico Junior College students, staff, administrators, and faculty help to address issues and expand resources by networking with external communities.

Some of the co-curricular activities NMJC students participate in are blood drives; theatre and music productions; student clubs, such as Student Ambassadors, Fellowship of Christians Athletes, Phi Theta Kappa, Phi Beta Lambda, and the Alliance of Minority Participation; intramurals; student activities on- and off-campus; and job fairs. In addition, students provide assistance with summer camps, such as the Upward Bound Summer Program, Soaring Society, Chrysalis, Walk to Emmaus, as well as basketball and baseball camps. Both scholarship and non-scholarship students participate in the athletic programs. Students in the nursing field participate in clinical practices at area hospitals and nursing homes. The Job Placement Coordinator assists students in finding jobs both on- and off-campus.

**NMJC’s Patterns of Evidence:**

- Cosmetology
- Education Courses
- College Democrats and Republicans
- Staff, Faculty, & Administration

**Cosmetology**

Cosmetology students help men and women undergoing cancer treatments learn to cope with the appearance-related side effects of their treatment. As part of the program, the students offer services such as haircuts, manicures, pedicures, and facials at no cost. They offer hands-on instruction on makeup and skin care and suggestions for using wigs, turbans, and scarves while undergoing treatment. Students learn patience and compassion for the clients as well as practicing their skills.

**Education Courses**

All students in the Early Childhood Education classes go into Headstart and other daycare centers in the county for actual field experience. All education majors have educational field observation classes in which they are assigned 30 hours of field experience in grades K-12 for observation and to complete minimal tasks.

**College Democrats and Republicans**

With the intent of revealing the democratic process of the American election system to first-time voters, College Democrat and College Republican organizations were
organized on the campus in spring 2003. With the anticipation of the November 2004 presidential elections, both groups organized information tables during Freshman Orientation to obtain names of interested students. Also, an opportunity for voter registration was offered by both groups.

Staff, Faculty, & Administration

NMJC faculty and staff give their time to sponsor student activities and organizations. Also, employees participate in blood drives, local service clubs, fundraising activities, volunteerism, mentoring, and continuing education classes. Local activities supported by a number of employees include the Stuff-a-Bus campaign, leadership in United Way, and the Hobbs Chamber of Commerce, Main Street Hobbs, and the Southwest Symphony.

CONNECTING STUDENTS WITH EXTERNAL COMMUNITIES

Students gain a broader perspective and better understanding of how education connects to external communities when opportunities are provided to bridge those experiences. New Mexico Junior College’s educational programs expand beyond the confines of the classroom by incorporating multiple learning tools into the course curriculum. Faculty and staff use various techniques to recruit and educate the public about programs and services available at NMJC.

NMJC’s Patterns of Evidence:

- Art Program
- Welding Program
- Phi Beta Lambda
- Clinical Training
- Community College Day
- Agreements with Universities

Art Program

Each year, an art fair is held on the New Mexico Junior College campus to highlight students’ work and display their talents. The fair, which is open to the public, is very well received.

Welding Program

The NMJC welding program has an ongoing agreement with the Hobbs Chamber of Commerce to construct displays for the annual Christmas in the Desert program. The Chamber of Commerce provides the materials and the designs, and the welding program creates the displays.
Phi Beta Lambda

Phi Beta Lambda (PBL) participates in numerous community service projects each year. A sample follows:

- **Food Drives** – Food is donated to Option, Inc. and the New Mexico Boys and Girls Ranch.
- **Toys for Tots** – Toys are donated to Boys and Girls Clubs of Hobbs.
- **CPA Day** – Once a year, PBL students join with College of the Southwest students and visit all the CPA firms in Hobbs.
- **PBL Speakers** – Successful entrepreneurs speak to students about business and other professional development topics.
- **Competitions** – PBL students compete against other schools academically and have made six state trips and three national trips.

Clinical Training

New Mexico Junior College has clinical training contracts with approximately twenty-five healthcare providers located throughout southeastern New Mexico and West Texas. NMJC nursing students perform their clinical studies at these facilities and have a mutual sharing arrangement with Lea Regional Medical Center. This maximizes the quality of training by providing access to essential training equipment. NMJC is investigating the possibility of sharing faculty with the Medical Center to maximize expertise among individuals.

Community College Day

Community College Day is an annual event whereby students from New Mexico’s two-year colleges are recognized by the Governor and both the New Mexico House of Representatives and Senate at the state Capitol. A formal recognition ceremony takes place during a Legislative Reception. NMJC students spend time speaking with local representatives and present each with a small token of appreciation. Students also participate in an interactive showcase of some particular program on campus. These showcases have included Choir, Cosmetology, and Graphic Art / Photography. More than 250 education, public, and business leaders attend the event.

**SUPPORTING PROGRAMS OF ENGAGEMENT & SERVICE**

During the 2004 - 05 school year, forty-nine percent of the New Mexico Junior College budget was dedicated to instruction, eleven percent to student services, fifteen percent to instructional support, and fourteen percent to the physical plant.

The financial resources of New Mexico Junior College support programs of engagement and service. This is accomplished through a comprehensive budgetary process. Funds are targeted for salaries, benefits, program materials, technology, and preventive maintenance on buildings, as well as continual maintenance. In an effort to solicit funds,
the President serves as a legislative liaison as well. The state budget for NMJC has steadily increased due to enrollment increases and funding secured through various G. O. bonds.

The physical plant or structures of New Mexico Junior College, which are funded by the tax base, are used by its constituencies. Facilities such as the Caster Activity Center, NMJC Del Norte Fitness Center, Pannell Library, and the facilities for Automotive, Cosmetology, Nursing, and Public Safety have unique needs and therefore require specialized buildings and / or equipment.

**PLANNING FOR ENGAGEMENT & SERVICE**

New Mexico Junior College is currently engaged in two construction projects: The Western Heritage Museum & Lea County Cowboy Hall of Fame, and expansion of the Ben Alexander Student Learning Center. Within the next two years, additional construction projects will include additional student housing and a Workforce Development Center.

Policy No. 201 in the Board Policy Manual clearly outlines the planning processes at NMJC. NMJC is committed to a system of planning as an important tool for accomplishing its stated mission. Annual planning includes the yearly plan, budget plan, building and replacement and renewal plan, and the evaluation plan. Long-range planning includes strategic planning, master facility plan, information technology plan, roofing plan, equipment replacement and renewal plan, and paving and sealant plan.
Chapter 5
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Core Component 5c: New Mexico Junior College demonstrates our responsiveness to those constituencies that depend on us for service.

COLLABORATIVE VENTURES

NMJC’s Patterns of Evidence:
- Collaborative and Articulation Agreements
- Rodeo Team
- Computing / Communication Services
- Distance Education Consortium
- Title V Cooperative Grant
- JASI
- Automotive Programs
- ACCEL
- Adult Basic Education & WRAP

Collaborative and Articulation Agreements

New Mexico Junior College maintains collaborative agreements with fourteen K-12 schools at different levels based on the needs of the individual school district. Examples of these agreements include concurrent enrollment, ACT Academy, Talent Search and Upward Bound Federal programs, Tech Prep, Celebration of the Arts, and Gear Up. Twenty-six articulation agreements exist between NMJC and the ACT Academy, which facilitate transfers from pre-college to college. These agreements may be found in the Resource Room.

New Mexico Junior College maintains transfer and articulation agreements. Articulation agreements between NMJC and other institutions of higher learning are housed in the Counseling Office at NMJC. Also, degree plans from other institutions of higher learning with NMJC course equivalencies added are maintained by the NMJC Counseling Office and distributed to campus advisors.

NMJC responds to the College and school district needs. The superintendents from each of the school districts in Lea County meet monthly with representatives from NMJC to assess needs. An example of a need which arose from these meetings was the development of a teacher assistant program for the area school aides. In response to the “No Child Left Behind” legislation, NMJC met with all interested county educational assistants to determine what they lacked to complete an associate’s degree. After further meetings with the educational leadership of the county schools, an Associate in Applied Science degree in Paraprofessional Education was developed with accompanying new educational assistant classes designed around the needs of the school system. Hobbs schools provided the instructors, and NMJC provided the classroom space.
Rodeo Team

For the 2004 - 05 school year, New Mexico Junior College and the College of the Southwest collaborated to share resources for a rodeo team. During the 2003 - 04 academic year, the NMJC President and the rodeo coach initiated an agreement with CSW. This agreement was developed so that NMJC athletes, exhausting their eligibility, would be able to continue their rodeo experiences with the newly formed CSW team. Currently, the CSW Rodeo Team shares the coach and arena of the NMJC Rodeo Team.

Computing / Communication Services

The New Mexico Council for Higher Education Computing / Communication Services is a consortium for New Mexico institutions of higher education. The function of the consortium is to encourage the effective use of the computing and information resource facilities and to reduce the cost of Internet access for each of its member institutions. The consortium provides a high bandwidth Internet connection at a weighted cost to each of the participating institutions. This connection is managed by one of the member institutions, currently New Mexico State University. The relationship established with this consortium will eventually provide NMJC a connection to Internet II.

Distance Education Consortium

The Lea County Distance Education Consortium is a partnership between all five Lea County school districts and NMJC. Through this relationship, NMJC on-campus classes are broadcast to high schools throughout Lea County via ITV. High school students who participate receive both high school credit and college credit (concurrent enrollment). The consortium ITV equipment is also utilized by NMJC to provide college credit courses broadcast to the high schools during the evening. The initial equipment required to begin operations was provided through a grant from a local foundation. Subsequent equipment upgrades were purchased through annual fees contributed by each member organization.

Title V Cooperative Grant

The Title V Cooperative Grant was a collaboration between New Mexico Junior College and Eastern New Mexico University – Roswell to improve the access and success of the Colleges’ large rural Hispanic and low-income populations, who have been severely under-represented in higher education.

The project capitalized on the strengths of both colleges while addressing their common problems through a new, shared system of instructional delivery called the Southeast New Mexico Access Network. Through this system, the colleges hoped to 1) strengthen faculty / staff development in Distance Learning strategies that address the needs of Hispanic and low-income students; 2) improve the access of rural Hispanic and
low-income students to college degree and certificate programs; 3) transform advising for underserved Hispanic and low-income students; and 4) strengthen the infrastructure for online distance learning. By cooperatively designing and supporting this comprehensive system, the colleges can greatly improve their mutual capacities to reach out to rural Hispanic and low-income students, increase the students’ opportunities for success, and accomplish the colleges’ common goals effectively and in the most cost-effective manner.

JASI

The Joint Administrative Software Initiative (JASI) is a consortium of New Mexico two-year colleges that provides for reduced cost of integrated administrative software systems and related services. Most beneficial is the ability of member institutions to share the cost of training for campus administrative software, which is normally a significant expenditure. This relationship with JASI allows NMJC to improve its college-wide information processes. Current members include Santa Fe Community College, Northern New Mexico Community College, Clovis Community College, and New Mexico Junior College.

Automotive Programs

The Ford Automotive Student Service Educational Training Program (ASSET) is a partnership between Ford Motor Company, NMJC, and regional Ford and Lincoln-Mercury dealerships. The ASSET Program is designed to develop highly-trained, entry-level service technicians for Ford Motor Company dealerships and their customers. Participants receive the very latest in training from Ford Motor Company, earn an Associate Degree in Applied Science, and receive Ford technician certification. Ford Motor Company has invested hundreds of thousands of dollars in equipment and training vehicles at NMJC. Working closely together, NMJC faculty and Ford and Lincoln-Mercury dealers provide students with a unique work-study experience that has been carefully designed to furnish Ford service operations with technicians proficient in the most up-to-date Ford technologies and methods. There are currently seventy-nine Ford Motor Company dealerships in NMJC’s service area. The recent additions of Colorado and Utah will add approximately 50 more dealerships.

The GM Automotive Service Educational Program (ASEP) is a partnership between General Motors Corporation, NMJC, and regional General Motors dealerships. The ASEP Program is designed to develop highly-trained, entry-level service technicians for General Motors dealerships and their customers. Participants receive the very latest in training from General Motors, earn an Associate Degree in Applied Science, and receive GM technician certification. General Motors Corporation has invested hundreds of thousands of dollars in equipment and training vehicles at NMJC. Working closely together, NMJC faculty and General Motors dealers provide students with a unique work-study experience that has been carefully designed to furnish GM service operations with technicians that are proficient in the most up-to-date GM technologies and methods. There are currently 80 GM dealerships in NMJC’s service area.
Automotive Youth Educational Services (AYES) is a new program initiated in the ACT Academy in the fall of 2004. AYES provides shadowing / mentoring opportunities for eligible high school students to partner with local automotive businesses.

ACCEL

Accepting Challenge Changes Everyone’s Lives (ACCEL) was a partnership funded by the New Mexico Department of Health and Human Services. This resulted from a five-year block grant that renews annually based on community need. In fiscal year 2002 - 2003 the grant was approximately $200,000. Working closely with state agencies such as the Department of Labor and the Department of Vocational Rehabilitation, ACCEL not only provided job skill training, but also provided support services such as resume writing and life skills training.

Adult Basic Education & WRAP

The Adult Basic Education (ABE) program provides GED courses, Basic Reading classes, ESL courses, and citizenship preparation classes to adults in Lea County. Almost all of these services are provided off-campus. Locations include the public schools, Boys and Girls Clubs, and Head Start. The ABE program works closely with the Department of Vocational Rehabilitation, Head Start, public schools, United Way, Lea County Literacy Alliance, and the NM Department of Labor. Funding for the ABE program comes from the New Mexico State Department of Education and the United States Department of Education in the form of three-year renewable block grants.

The Work Readiness ABE Program (WRAP) is a federally funded grant through the Commission on Higher Education contracted through Eastern New Mexico University – Roswell. New Mexico Junior College began offering the WRAP program in May 2003. WRAP provides a work-based literacy program to meet the needs of those who have low literacy and potential learning disabilities. The program complements and provides additional services not currently offered to the Temporary Assistance to Needy Families (TANF) clients referred through the New Mexico Works Program (Lea County Career Center). Through the integration of community and business leaders into the curriculum, the program not only meets the needs of the individuals but also meets the needs of the business community.
Chapter 5

TRANSFER POLICIES & PRACTICES

NMJC’s Patterns of Evidence:
- Counseling & Advising
- Transfer Modules
- Student Support Services

Counseling & Advising

New Mexico Junior College has a counselor and faculty-based advising system. Initially, all new students are advised by the Counseling Office. As soon as a student declares a major available at NMJC, he or she is assigned to a faculty advisor in that academic area. All students undecided about their major, students who have a major that is not available at NMJC, all pre-nursing students, and all non-degree seeking students are assigned to the Counseling Office. In a typical year, one-third of the students are assigned to faculty advisors, and two-thirds of the students are assigned to the Counseling Office. All students, even those assigned a faculty advisor, may utilize the Counseling Office for academic and/or transfer information.

Counselors use official evaluations for classes taken at other colleges to help advise students. If an official evaluation is not available, or a student is not degree seeking at NMJC, the counselors advise the student using unofficial transcripts, grade reports, or student recall of classes.

The Counseling Office allows students to receive advice and/or transfer information at times when faculty are not available. The Counseling Office provides students and faculty advisors with information about transferability of courses and degree requirements at transfer institutions. This information is available in the Counseling Office and is being placed on the College web page under Academic Advising.

Transferability of coursework is imperative for the success of the New Mexico Junior College student body. The Counseling Office works with transfer counselors from other schools to assist students in confirmation of transfer. In addition, transfer guides, articulation agreements, and degree plans from other institutions are readily available. Because NMJC is on the border of New Mexico and Texas, staff provide transfer equivalencies for both states.

Transfer Modules

The New Mexico Higher Education Department and representatives of the state’s community colleges and universities are collaborating to define transfer modules. Courses from these modules will transfer between institutions and apply toward requirements for a bachelor’s degree. As of June 2000, modules have been defined for students planning to major in business, engineering, teacher education, physical sciences, biological sciences, or social/behavioral sciences. Additional modules are under development.
Information for credits transferred to New Mexico Junior College is found on page 29 of the 2004-05 NMJC Catalog. New Mexico is moving toward a common course numbering system, which should enhance transferability throughout the state.

The Counseling Office at NMJC invites four-year colleges to come to the College to provide transfer guidance and recruitment. NMJC provides a full range of materials on two- and four-year institutions. All of the degree plans for NMJC are available on the web as well as many of the transfer guides and equivalency guides.

**Student Support Services**

Student Support Services (SSS) provides transfer guidance for participants from the first semester, as well as field trips to four-year institutions. These field trips allow students to meet with counselors and review transcripts, take campus tours, and network with individuals at the colleges to which they are interested in transferring. One of the major objectives of SSS is to increase the transfer rates of eligible NMJC students to bachelor degree programs. In a recent NMJC SSS study, transfer planning was the highest significant service attributing to the persistence and achievement of students over a five-year period.

**COMMUNITY LEADERS TESTIFY TO NMJC’S USEFULNESS**

**NMJC’s Patterns of Evidence:**
- Ford ASSET Award of Excellence
- General Motors ASEP Award of Excellence
- Other Support

**Ford ASSET Award of Excellence**

The Ford ASSET Program at New Mexico Junior College was recently recognized as the national first-place recipient of the Automotive Industry Planning Council’s 2001 Award of Excellence for postsecondary, manufacturer-affiliated automotive technician training programs. This award, presented at the National Convention of the Association for Career and Technical Education, is the most prestigious national honor that can be bestowed on an automotive technician training program.

**General Motors ASEP Award of Excellence**

The General Motors ASEP Program at New Mexico Junior College was recognized for their achievements as a 1999 Automotive Award of Excellence National Runner-Up at the Association for Career and Technical Education annual convention in Orlando, Florida, on December 12, 1999. The award is sponsored by the Industry Planning Council, a 57-year-old business/education partnership of the Association for Career and Technical Education, Alliance for Automotive Manufacturers, and National Institute for Automotive Service Excellence, whose mission is to promote communication, cooperation, and excellence in the nation's automotive service training programs.
Other Support

Community leaders write letters of support for the TRiO program applications, which are included in grant proposals. Students also write “thank you” letters for the SSS services they have received. The services provided by the federal TRiO programs to Lea County students are both needed and appreciated. The usefulness of NMJC programs is disclosed upon completion of an individual program.

During the most recent strategic planning public forum, community leaders stated positive support for NMJC. The following comments are representative:

- “Responds quickly to needs”
- “Community involvement”
- “Sensitive to needs of the community”
- “Strong community support”

Notes and recognition are evidence of the value community leaders give New Mexico Junior College and its role in the community:

- “I always look forward to showing off New Mexico Junior College. Without a doubt, it is one of our greatest assets in Southeast New Mexico.”—Senator Carroll H. Leavell, New Mexico State Senate.
- “It is clear that the high quality of your staff is reflective of the same dedication found in your teaching faculty. We commend you for your high standards of instruction and educational services that NMJC supplies to the people of New Mexico.”—Pauline Rindone, Ph.D., Director for the Legislation Study Committee.
- “Your service is greatly appreciated by us, the parents of the children, and by the children who make the season so enjoyable for all of us.”—Janet Berry, “Calls from Santa” volunteer (NMJC Baseball Team Volunteers).

Special public recognitions awarded NMJC employees include:

- Jennifer Jordon, Outstanding Young Woman, 2005 (Hobbs Chamber of Commerce).
- Patricia Bowman, Outstanding Educator Award, 2003 (Hobbs Chamber of Commerce).
- Dr. Steve McCleery, Outstanding Citizen, 2003 (Hobbs Chamber of Commerce).
BRIDGES AMONG DIVERSE COMMUNITIES

NMJC’s Patterns of Evidence:
- Open Door Policy
- English Proficiency Instruction
- Hispanic Serving Institution

Open Door Policy

New Mexico Junior College provides an open door policy to all residents. Programs that focus on educational gain are available to children, K-12 students, adults, and senior citizens. Youth College, Community Service programs, Business and Industry short courses, Adult Education, GED programs, and English as a Second Language programs provide specific instruction which focuses on the needs of these individuals. Equally important is the ability for these students to be introduced to other programs the College has to offer. All individuals are encouraged to participate in College programs. These services have been expanded to the Literacy Alliance Building in downtown Hobbs.

English Proficiency Instruction

Many program brochures and recruiting materials are available in Spanish. Also, to reduce language barriers, English as a Second Language assistance and instruction is offered to Student Support Services (SSS) participants with limited English proficiency, and basic skills instruction is available from bilingual SSS tutors and staff. Cultural barriers are also addressed through the micro-culture of the NMJC SSS program, which creates an almost immediate connection for participants from a variety of different backgrounds. The varied cultural events and activities offered to participants, accompanied by an accepting and respectful environment, indicate that SSS is committed to the hopes and dreams of all students and the celebration of all cultures. As a result, SSS students learn to share their own customs and traditions while appreciating and respecting those of others. In a recent NMJC SSS study, the offering of cultural events and activities proved to be a service that contributed greatly to persistence and achievement among SSS students.

Hispanic Serving Institution

As a designated Hispanic Serving Institution (HSI), NMJC participates in the Hispanic Association of Colleges and Universities (HACU). The stated mission of HACU is
- to promote the development of member colleges and universities;
- to improve access to and the quality of post-secondary educational opportunities for Hispanic students; and
- to meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise.

Through membership in HACU, NMJC is able to provide professional development for faculty and staff and build bridges among a diverse student population.
PARTICIPATING IN PARTNERSHIPS

NMJC’s Patterns of Evidence:
- Zia Park
- TRiO Programs
- Co-Curricular Activities
- NMJC Athletics
- Counselors

Zia Park

New Mexico Junior College shares in the development of the communities it serves. An example of community/business responsiveness was the Zia employment/training program. In response to a community need, NMJC combined efforts with Zia to interview potential employees and develop new employee training. The newly hired employees of Zia Park Black Gold Casino & Racetrack were on campus in 2004 for workforce development training.

TRiO Programs

The New Mexico Junior College TRiO programs co-sponsor educational leadership conferences with Southwest Association of Student Assisted Programs and with New Mexico/West Texas Association of Student Assisted Programs. The most recent leadership conference was held in July of 2004 in Fort Worth, Texas. The NMJC Talent Search Program co-sponsored this conference with SWASAP. Over 140 students from five states (NM, TX, OK, AK, LA) attended the leadership conference.

Co-curricular Activities

Co-curricular activities that engage students, staff, administrators, and faculty with external communities include athletics, performing arts (including the Community Choir and Children’s Choir), student clubs and organizations, intramurals, and other student activities. The community choir, children’s choir, and theatre have all involved students and other members of the community.

NMJC Athletics

The NMJC baseball team has been involved in the community since the team’s inception in 1990. The Thunderbirds have participated in classroom reading; show-and-tell programs with area elementary schools; umpiring for little league; little league baseball camps; Boy’s Club pitch, hit, and throw contests; Boy’s Club football officiating; trash collections along Lovington Highway; a fishing derby; Thanksgiving food drives; Christmas food drives; Christmas Santa calls and Christmas toy drives; and United Way fund raising.
Counselors

New Mexico Junior College hosts an annual Counselor's Dinner and invites high school counselors from eight area New Mexico and Texas high schools. Also, NMJC invites representatives from approximately eighteen area counseling and human service agencies such as the Department of Labor, Income Support Division, and the Lea County Guidance Center. The purpose of the dinner is to share information about programs, resources, and changes that might affect the people served.

NMJC, in partnership with the Guidance Center of Lea County, co-sponsors a National Alcohol Screening Day. Substance abuse counselors from the Guidance Center administer, score, and interpret scores on the screening instrument for participating students and community members. The event is held in the Student Center and features informational videos and free literature about alcohol and its impact. This event attracts between 100 and 200 participants.

In partnership with Lea Regional Hospital's Mental Health Unit, NMJC sponsors a National Depression Screening Day. Mental health counselors for the hospital administer, score, and interpret the screening instrument. The hospital provides free informational literature about depression for students. This event usually attracts 100 to 200 students.
2004 Market Analysis Findings

According to the 2004 Market Analysis of New Mexico Junior College, Hobbs, “Having pride in an institution that one does not have a direct affiliation with (which is the case with the vast majority of the respondents) is one means of assessing the image of a college. A very high percentage of respondents were proud of NMJC. This was truer of respondents from New Mexico than those in Texas where allegiances may gravitate more toward Texas Tech” (33). Respondents were asked to rank how well they thought NMJC “Is a college I am proud of.” The figure below presents this information (Market Analysis, 33):

“Another measure of the perceived quality of an institution is whether people would send their son or daughter to that school or would recommend that school to a friend or family member. In both of these measures, NMJC is well-regarded across both states [New Mexico and Texas]” (34). The figure below presents this information (Market Analysis, 34):
“The final measure is an overall measure of satisfaction. Participants were asked how satisfied they were with the job NMJC does for their community or area. The vast majority of New Mexico respondents and a very large number of those from Texas were satisfied with the job NMJC does. About one in seven from Texas didn’t know/refused. This level of satisfaction suggests that the people of Lea County (NM) are quite satisfied with what NMJC does. Those in bordering Texas counties are also pleased, though there is a fair number who don’t know enough to answer” (34). The figure below presents this information (Market Analysis, 34):

According to the findings from the 2004 Market Analysis of New Mexico Junior College, Hobbs: “In the area of campus events most respondents indicate that NMJC does a good job in informing the community about such activities.” The effect of advertising is greater in New Mexico than in the neighboring Texas counties as a higher percentage of
the latter do not remember NMJC advertising. Respondents indicate that direct mail is the mode they prefer most when it comes to communications from NMJC (4).

The report also tells us that, “Institutions of higher education have service to the community as part of their mission.” This occurs in the areas of cultural activities, publications, and other useful services. Respondents to the survey were asked about these aspects. In each of these areas NMJC is seen by the majority as performing in the “pretty-well” to “very-well” range (22). The figure below presents how the respondents viewed NMJC in these areas (Market Analysis, 22):

![NMJC Services to Community Graph](image)

**VALUING ECONOMIC & WORKFORCE DEVELOPMENT ACTIVITIES**

**NMJC’s Patterns of Evidence:**
- High School Automotive Contest
- 2004 Market Analysis Findings

**High School Automotive Contest**

Since 2002, the Automotive Technology Department has sponsored an invitational High School Automotive Contest. Many high school automotive programs have participated in this contest, and the local business and industry sector has been a tremendous help in this endeavor. Donations from local businesses of more than $3,600 each year for supplies and prizes have enabled NMJC to sponsor a contest in which many schools and students participate.
2004 Market Analysis Findings

According to the Market Analysis of New Mexico Junior College, Hobbs: “The respondents viewed NMJC as being a good place to receive education with positive responses ranging from 85 - 96%. Most respondents saw NMJC as doing a good job in this area” (15). Respondents were asked how well the statements below apply to NMJC. The following table presents this information (Market Analysis, 15):

**View of NMJC Educational Programs**

<table>
<thead>
<tr>
<th></th>
<th>Well</th>
<th>Not Well</th>
<th>Don’t Know/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Getting a Job</td>
<td>87.0%</td>
<td>4.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Get a College Education</td>
<td>92.7%</td>
<td>2.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Start College and then Transfer</td>
<td>95.5%</td>
<td>0.9%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Receive Good Continuing Education</td>
<td>86.3%</td>
<td>3.2%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

The following table from the 2004 Market Analysis shows what the College’s constituencies expect, and believe they are getting, from NMJC (16):

**NMJC is Known For**

<table>
<thead>
<tr>
<th></th>
<th>Well</th>
<th>Not Well</th>
<th>Don’t Know/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Facilities</td>
<td>91.9%</td>
<td>1.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Good Educational Value</td>
<td>89.5%</td>
<td>1.5%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Very Friendly Educational Environment</td>
<td>86.5%</td>
<td>1.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Preparing Students for a Global Society</td>
<td>72.4%</td>
<td>6.6%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

Respondents were asked about NMJC’s image in many areas ranging from its community orientation to its role in local economic development. Five questions explored this area. In two of the four questions—serving the community and meeting real community needs—the overwhelming response was that NMJC served the community well. The figure below presents that information (Market Analysis, 17):
FACILITIES AVAILABLE TO THE COMMUNITY

NMJC’s Patterns of Evidence:
- Relationship with Lea County Event Center
- Use of Facilities
- 2004 Market Analysis Findings

Relationship with Lea County Event Center

Although there is no formal collaboration between NMJC and the Lea County Event Center, the two entities enjoy a wonderful working relationship. During the construction of the Ben Alexander Student Learning Center, the Event Center has been very accommodating in allowing NMJC to use their facility. In return, NMJC has assisted the Event Center with audio / visual setups and equipment.

Use of Facilities

From August 1, 2002, through June 30, 2003, there were 448 reservations by the community for the use of New Mexico Junior College facilities. The continuing education department also hosted classes for DWI, Driver Education, Defensive Driving, CDL training and testing, CPR, and childbirth classes.

2004 Market Analysis Findings

NMJC provides service to the community in the hosting of special events and housing the Western Heritage Museum & Lea County Cowboy Hall of Fame. Two-thirds (66.5%) of those who were “very” to “not-too-familiar” had visited the Western Heritage Museum & Lea County or attended an activity on campus. NMJC does add to the community with these activities. As in other instances, New Mexicans attended such events at a greater percentage than Texans (23). The chart below shows the percentage of respondents who had attended such events (Market Analysis, 23):

![Attended Events/Visited Museums at NMJC](chart)

<table>
<thead>
<tr>
<th>Attended Events/Visited Museums at NMJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>70%</td>
</tr>
<tr>
<td>80</td>
</tr>
</tbody>
</table>
MEETING THE NEEDS OF LICENSED PROFESSIONALS

NMJC’s Patterns of Evidence:

- NMJC Del Norte Fitness Center
- Automotive Service Excellence Certification
- New Mexico Board of Nursing Training
- Food Safety & Handling Workshops
- Early Childhood Development Classes

NMJC Del Norte Fitness Center

The NMJC Del Norte Fitness Center provides certification and Continuing Education Units for many fitness instructors in the areas of Aerobics, Step-Aerobics, Aquatics, and more.

Automotive Service Excellence Certification

Automotive service technicians are certified by the National Institute for Automotive Service Excellence (ASE). ASE is a nationwide testing and certifying agency, and NMJC has been a testing center for ASE for many years. This allows technicians from the service area the opportunity for certification or re-certification without the time or expense of travel to another testing site.

New Mexico Board of Nursing Training

New Mexico Junior College provides short-term training to area nurses to meet the continuing education requirements established by the New Mexico Board of Nursing (NMBON). Training content and delivery are approved and monitored by the Local Nursing Board, which is an extension of NMBON.

Food Safety & Handling Workshops

Two to three times a year, the State of New Mexico Department of Environmental Improvement holds a Food Safety and Handling Workshop on campus. New Mexico Junior College does not charge the state for the use of facilities.

Early Childhood Development Classes

In 2003, the Continuing Education Department hosted two 45-hour Early Childhood Development classes for the purpose of training employees of Headstart and other daycare centers in the county.
CONCLUSION

New Mexico Junior College is a future-oriented organization striving to achieve its mission. We continue to look for opportunities to collaborate. NMJC has recently completed an articulation agreement with Lubbock Christian University for degree completion in organizational management. This degree completion program will give our students and community members an added option to complete a bachelor’s degree in Organizational Management. The expansion of the Ben Alexander Student Learning Center will better serve the diverse needs of our students for years to come.

New Mexico Junior College is a learning-focused organization learning from others in order to improve the institution. This is evidenced in part through the Estacado Library Information Network and our partnership with Mesalands Community College.

New Mexico Junior College is a connected organization collaborating with our constituencies to better meet the educational needs of our service area. With our ties with area high schools, we find ways to better serve our citizenry as evidenced by our Construction & Industrial Technology and Paraprofessional programs. From the use of our facilities by external constituencies for training and informational meetings, our College improves our public awareness and responsiveness.

New Mexico Junior College is a distinctive organization valuing the opinions of the constituencies we serve. The results of the 2004 Market Analysis show that respondents think of New Mexico Junior College first for providing postsecondary education. Through participation in our strategic planning processes, representatives from the public and private sectors, government, and other educational institutions demonstrate that they appreciate the services the College provides.
STRENGTHS

• New Mexico Junior College listens to our constituents to determine needs and responds by providing educational opportunities based upon those needs.
• New Mexico Junior College’s resources are utilized to enhance both educational and co-curricular activities for our students, faculty, staff, and external communities.
• New Mexico Junior College provides services that are valued by our constituencies as evidenced through the strategic planning processes and surveys.
• New Mexico Junior College collaborates with colleges and universities to provide educational opportunities for our citizenry.
• New Mexico Junior College partners with area secondary schools to broaden limited resources.
• New Mexico Junior College has a strong bond with public entities, evidenced through our willingness to share resources such as the Lea County Event Center.

ACTION ITEMS

• New Mexico Junior College will explore service learning opportunities in the curriculum.
• As referenced in the 2004 Market Analysis, New Mexico Junior College will continue to improve outreach to Hispanic students and our Texas service area.
Request for Institutional Change

Change in Educational Offerings

Online Degree Program Proposal

Distance Learning Delivery
New Mexico Junior College
Hobbs, New Mexico
HISTORY OF DISTANCE LEARNING AT NMJC

New Mexico Junior College embarked on educational courses offered through a distance delivery format in the 1980’s. This type of course was a correspondence course that utilized the publication of articles in the newspaper for communication. In 1982, distance learning transitioned to telecollege offerings (a delivery of course content through cable television programming). Telecollege was a practical source of course delivery; but, recently, enrollments have decreased significantly. At the start of new millennium, NMJC began to offer online courses. This began with a grassroots interest from the faculty and has grown into a viable method of course delivery. In 2000, NMJC began its online course delivery with five courses serving forty-four students. Today, NMJC serves more than 2300 students through a variety of online, hybrid, ITV, and video conference courses. Initiatives to build distance education programming were evidenced in the 2001 - 2006 NMJC Strategic Plan and infrastructures are now in place to actively promote its growth. To continue to serve students, NMJC seeks an extension in accreditation status to allow delivery of online degree programs. This extension will allow NMJC to provide our constituents with more educational opportunities. In summary, distance learning at NMJC has grown from a few correspondence offerings to a fully staffed department actively seeking to support and grow online, hybrid, web-enhanced, and video conference courses.

INSTITUTIONAL COMMITMENT

NMJC’s Patterns of Evidence

- Consistency with Institutional Role & Mission
- Institutional Support Structures
- Adequacy of Technical Support & Structures

Consistency with Institutional Role & Mission

“New Mexico Junior College, as a comprehensive community college, promotes success through learning.” This mission statement was adopted by the NMJC Board during the 2005 strategic planning process. In addition, the vision for the college states, “New Mexico Junior College’s mission will be achieved by building a culture that values and promotes excellence, responsiveness, access, and community involvement.” The newly adopted values are Access, Responsiveness, Effectiveness, and Excellence. As the new strategic plan was developed, the College was adamant that distance learning must be embedded in the guiding principles of the institution.
Distance course delivery is a critical component of providing a successful learning experience for a growing number of students. Courses delivered through an electronic or distance format provide a more convenient learning forum for students. NMJC, like most community colleges, provide educational opportunities to students who have busy lifestyles. Nationally, community college students tend to be non-traditional, working parents attending college on a part-time basis. At NMJC, over four years of data concludes that students typically “stop out” of college because of health issues (either self or family), conflicts with work, and / or family responsibilities. The growth experienced in our online courses is related to the convenience offered by distance delivery formats and opportunities for independent study.

The College community values distance learning because it provides access to education for students who are “place bound” or are constrained by a busy lifestyle. NMJC is responsive to the educational needs of students by continually increasing the distance learning offerings according to constituent requests. Since 2001, NMJC has increased its online offerings significantly. As the college strives to provide excellent and effective distance learning opportunities, NMJC has increased the distance learning staffing and budgetary resources, developed WebCT training for students and faculty, provided after hours WebCT support for students and faculty, and increased access to online student services.

The Market Analysis of New Mexico Junior College reports the following about distance classes, the Internet, and NMJC: Of those respondents who were “not-too-familiar” to “very familiar” with NMJC, further questions were asked about online education. Almost two-thirds of this knowledgeable group would consider taking a class over the Internet. In addition, over half stated that they were likely to complete an entire degree program online. This level of response was consistent between respondents in New Mexico and Texas. While online education is not for everyone, the responses of this study show a strong desire for this approach. The high level of response suggests that NMJC should continue and possibly expand its online class and degree opportunities. NMJC has responded to this information by expanding online learning in most areas of the curriculum.

Institutional Support Structures

Support for distance learning can be found throughout the college community. Distance learning was identified in the 2001 - 2006 Strategic Plan as a growth opportunity (Visions 1, 4, & 6). During the strategic planning process for the 2005 - 2010 Strategic Plan, distance learning was a recurring theme throughout the creation of the document. Distance education was viewed as both a strength and opportunity by internal and external stakeholders. The President organized the Distance Learning department in 2004 by including the oversight of distance learning programs in the job description of the Dean of Extended Learning. During the 2005 - 2006 NMJC budget hearings, the support of distance learning
by the administration and the NMJC Board became evident. An independent budget for distance learning was created and included three new full-time positions:

- Distance Learning WebCT Coordinator
- Distance Learning Academic Coordinator
- Distance Learning Technical Coordinator

In addition to the support of the college community, in 2001, New Mexico Junior College and Eastern New Mexico University-Roswell were awarded one of only five nationally approved cooperative grants under the Title V program. The scope of this grant was to provide the training, hardware, and student services to develop online programs. In 2004, the Title V cooperative grant funds provided the opportunity to hire a full-time WebCT Helpdesk Technician and stipends for WebCT administrative coordination and networking support for video-conferencing and ITV. This grant has enabled the NMJC Foundation to build the infrastructures necessary to support distance learning.

Although the Title V cooperative grant opportunity provided some of the needed funding for distance learning, institutional standing committees provide direction to administration. The Institutional Technology Planning Committee (ITPC) became a standing committee to address information technology needs and recommend changes to college policies and planning. The ITPC members represent many of the constituent groups of the college: faculty, classified staff, professional staff, and administration. Members are selected to represent the varied needs and interests of the college and for their technological expertise. The committee is charged with guiding the institution’s acquisition and assimilation of information technology and developing and implementing policies and procedures regarding selecting, purchasing, distributing, and using information technology campus wide. The vision of ITPC is to continuously and proactively solicit input from the entire campus community concerning training and equipment needs as they relate to the integration of technology on the campus of New Mexico Junior College. Furthermore, the goal of the committee is to pursue opportunities that keep NMJC current in educational technology and to ensure that a dynamic plan exists integrating appropriate information technology across the campus to meet the needs of students, faculty, staff, and community. In addition, NMJC’s technology plan is consistent with the State of New Mexico’s technology planning efforts and actively seeks collaborative opportunities to strengthen technology infrastructure and support.

Adequacy of Technical Support & Structures

In the 1990’s, New Mexico Junior College challenged itself to become a leader in the integration and use of information technology in higher education. The campus was first connected to the Internet in 1995, the same year work began to install a campus-wide fiber-optic data communications structure. This process
connected offices and laboratories to networks, college administrative computing resources, and the Internet. Attachment to campus systems and requisite wiring infrastructures are now part of all new construction and remodeling at New Mexico Junior College. Internet usage quickly surpassed the capacity of the College’s 56KB connection, which was replaced by a faster T1 line in 1998. In 2003, a T1 line was added for video purposes. By the end of the fall 2005 semester, bandwidth is scheduled to be increased again; however, this new effort will make the leap to microwave technologies.

NMJC is fortunate to have a fully staffed, on campus, IT department. The IT department now works collaboratively with distance learning staff to provide the needed support for distance learning. The Distance Learning Technical Coordinator works closely with the IT department to ensure distance learning growth is supported by the campus infrastructure.

In addition, as discussed in Criterion Two, NMJC is transitioning to the SCT Banner administrative software system. Implementation will continue through 2006 and provide improved access to data for distance learning students, staff, and faculty. SCT Banner will also provide the needed data structures to improve online student services. Furthermore, because of the relational nature of the system, it will enhance the ability to track student behavior for assessment purposes.

In 1998, the Technology Planning Committee prepared a plan for regularly updating and upgrading hardware and software for faculty and staff to ensure that adequate information technology is maintained. In 2004, full-time faculty members teaching online or on ITV were provided with a Tablet PC, as discussed in Criterion Three. The features of the Tablet PC and accompanying software allow for more effective and efficient distance communication between instructor and student. They have been a beneficial tool for faculty to provide timely and comprehensive feedback to students. The College provides more faculty with Tablet PCs each year.

NMJC utilizes WebCT as its course management software tool. In 2004, NMJC purchased a licensure to host an unlimited number of users on its WebCT server. By purchasing this licensure, NMJC is prepared for continued increases in distance course delivery.
CURRICULUM & INSTRUCTION

NMJC’s Patterns of Evidence

• Oversight of Distance Learning Courses
• Creating a Sense of Community
• Appropriateness of Technology
• Appropriateness of Materials, Programs, & Courses
• Collaborative Agreements & Partnerships

Oversight of Distance Learning Courses

Distance learning courses offered at NMJC are under the purview of the Vice President for Instruction and the Division of Extended Learning. The Dean of Extended Learning is accountable for the content and delivery of online courses. The faculty member, appropriate academic dean, and the Dean of Extended Learning work together to ensure that course content meets the standards of the institution. Beginning in the fall of 2005, each online course will be presented to the Academic Standards Committee for review. Once this review is complete, newly created courses will be presented to the committee for approval. The Dean of Extended Learning and the distance learning staff will guide and provide faculty training and development opportunities for course delivery. The Dean of Extended Learning, appropriate academic dean, and faculty members will be responsible for course delivery.

Creating a Sense of Community

It is important to NMJC that a sense of community is created in distance learning environments. The distance learning staff is aware that creating community online is not an easy task and requires the effort of faculty, staff, and students. Over the course of 2006, NMJC plans to create community pages within WebCT to help students easily find information about the College, distance learning, and student services. In addition, faculty training will include the latest research regarding creating online communities; course evaluations will also address this component. Furthermore, staff will be trained to address the unique needs of distance learning students to help provide a sense of connectedness within electronic learning environments.

Appropriateness of Technology

Distance learning faculty at NMJC are provided with a Tablet PC and routine software updates. Also, WebCT is available to provide online course management. Within the past few years, NMJC has purchased both the MediaCast and Tegrity systems as tools to enhance distance course delivery. On the campus, several video conferencing units are available to faculty and three rooms are dedicated to video conferencing. Because of the flexible nature of the videoconferencing units, they can be utilized in almost any classroom on campus.
Each of the high schools in Lea County has the capability to receive videoconference courses from NMJC, and a large number of students take advantage of concurrent enrollment opportunities. NMJC is committed to continually seeking out and maintaining technology for the purpose of educational advancement.

**Appropriateness of Materials, Programs, & Courses**

Course materials and textbooks are chosen within each academic discipline. Course materials, whether intended for traditional face-to-face instruction or distance education, are selected with learning outcomes in mind. Many online courses utilize supplemental course tools such as e-packs, specific tutorial assistance, or Internet resources.

In the past, distance learning courses were developed by interested faculty. As a need or interest emerged, the course was developed in an unregulated fashion. Although NMJC wants to remain responsive to constituent needs, a more planned system of course and program development is desired. NMJC wants to provide degree programs online and is now looking to develop courses that complete program requirements. In the future, faculty will submit a proposal that will address the appropriateness of course content to both the academic dean and Dean of Extended Learning for approval prior to course development. Once the course is developed, it must be approved by the Academic Standards Committee to ensure integrity and rigor of course content and delivery.

**Collaborative Agreements & Partnerships**

**Distance Education Consortium.** The Lea County Distance Education Consortium is a partnership between all five of the Lea County School Districts, Eastern New Mexico University, and NMJC. Through this relationship, NMJC on-campus classes are broadcast to high schools throughout Lea County via ITV. High school students who participate receive both high school credit and college credit (concurrent enrollment). The consortium ITV equipment is also utilized by NMJC to provide college credit courses broadcast to the high schools during the evening. The initial equipment required to begin operations was provided through a grant from a local foundation. Subsequent equipment upgrades are purchased through annual fees contributed by each member organization.

**Computing / Communication Services.** The New Mexico Council for Higher Education Computing / Communication Services is a consortium for New Mexico institutions of higher education. The function of the consortium is to encourage the effective use of computing and information resource facilities and to reduce the cost of Internet access for each of its member institutions. The consortium provides a high bandwidth Internet connection at a weighted cost to each of the participating institutions. This connection is managed by one of the member institutions, currently New Mexico State University. The relationship
established with this consortium will eventually provide NMJC with a connection to Internet II.

**Title V Cooperative Grant.** The Title V Cooperative Grant was a collaboration between New Mexico Junior College and Eastern New Mexico University – Roswell to improve the access and success of the colleges’ large rural Hispanic and low-income populations who have been severely under-represented in higher education. The project capitalized on the strengths of both colleges while addressing their common problems through a new, shared system of instructional delivery called the Southeast New Mexico Access Network. Through this system, the colleges hoped to 1) strengthen faculty / staff development in Distance Learning strategies that address the needs of Hispanic and low-income students; 2) improve the access of rural Hispanic and low-income students to college degree and certificate programs; 3) transform advising for underserved Hispanic and low-income students; and 4) strengthen the infrastructure for online distance learning. By cooperatively designing and supporting this comprehensive system, both colleges have greatly improved their mutual capacities to reach out to students, increase the students’ opportunities for success, and accomplish the colleges’ common goals effectively and in the most cost-effective manner.

**JASI.** The Joint Administrative Software Initiative (JASI) is a consortium of New Mexico two-year colleges that provides for reduced cost of integrated administrative software systems and related services. Most beneficial is the ability of member institutions to share the cost of training for campus administrative software, which is usually a significant expenditure. This relationship with JASI allows NMJC to improve its college-wide information processes. Current members include Santa Fe Community College, Northern New Mexico Community College, Clovis Community College, and New Mexico Junior College.

**University Relationships.** NMJC also offers video-conference courses delivered from other colleges in the region. This allows students to continue their education with advanced or specialized courses. Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, College of the Southwest, and Lubbock Christian University have collaborated with NMJC to offer upper-level courses for students pursuing a bachelor’s degree or graduate studies.

**ELIN Consortium.** The Estacado Library Information Network (ELIN) is an information sharing and resource consortium. The consortium provides for state-of-the-art technology and increases the amount of information available to the public. The shared library management system gives patrons access to materials stored at any of the member sites, as well as the ability to access electronically stored media via the Internet. The hardware, housed at NMJC, and the software were jointly purchased by member libraries. The costs of online
subscriptions are also shared. NMJC provides support for the software and hardware both on-campus and on-site. Original members of the consortium include the Hobbs Public Library, the Lovington Public Library, Pannell Library at New Mexico Junior College, the Woolworth Community Library, Scarborough Memorial Library at College of the Southwest, and at College of the Southwest Library – Carlsbad. The Carlsbad Public Library and the Tatum Community Library have recently been added to the network.

**FACULTY SUPPORT**

**NMJC’s Patterns of Evidence**

- Intellectual Property, Copyright, & Patent Issues
- Faculty Compensation
- Training and Support for Faculty & Staff

**Intellectual Property, Copyright, & Patent Issues**

The New Mexico Junior College policy on copyrights and patent ownership explains the arrangement for ownership of literary materials and inventions developed by college employees. Policy No. 805 of the Board Policy Manual delineates the difference between independent works versus supported works. In addition, the policy allows for a Rights Agreement to be entered into between the employee and the College for shared ownership. Currently, a revised policy has been developed to include ownership of distance learning curriculum. This policy will be presented to Faculty Senate and other employee support groups in fall 2005 and will be submitted to the Board for approval.

**Faculty Compensation**

Currently, faculty compensation for teaching distance learning courses is similar to the salary structures in place for traditional classroom instruction. There are special compensation options for faculty teaching concurrent enrollment students through the combined delivery method of ITV and WebCT.

**Training and Support for Faculty & Staff**

**WebCT Training.** Two courses have been developed to provide fundamental concepts for distance learning faculty. The first course, titled Distance Learning: Design, Development, and Delivery, is a five-week online course discussing the pedagogical issues of online course delivery. Specifically, participants experience distance education and WebCT from a student’s perspective, learn best practices regarding distance education course construction and delivery, experience a variety of distance education strategies and WebCT course tools, and learn the essentials to consider when converting a traditional classroom course to an online format. The second course, WebCT Course Management: Design, Development, and Delivery, provides hands-on experience utilizing
WebCT. This portion of the training further develops the concepts learned in the first course and provides the practical experience of building a course with WebCT. Instructors who do not have experience teaching online are required to complete both courses prior to their first semester teaching. Faculty with previous distance learning teaching experience are required to complete the pedagogy course; the WebCT technical course is optional if they have delivered a course online for two or more semesters. In addition, to foster a conducive learning environment for students and instructors, course caps are set at fifteen during the first semester faculty teach online.

Other Training Opportunities. Training has also been developed to assist faculty who are using WebCT as an enhancement tool for their traditional or ITV classes. These training opportunities are an abbreviated version of the WebCT technical course and provide practical application options for WebCT enhanced courses.

Staff Development. Continuous professional development is important for distance learning staff. Members of the distance learning and student services staff attended the Western Cooperative for Educational Telecommunications Conference (WCET) for developing online student services and are registered to attend the League of Innovation Technology Conference in October. In July, 2005, distance learning staff traveled to Eastern New Mexico University-Roswell (ENMU-R) to visit with ENMU-R’s distance learning personnel and learn about their distance learning resource center. The distance learning team also plans to travel to colleges in our region and state that have developed effective distance learning programs to build relationships and learn from their programs, structures, and resources. NMJC is also a member of WCET, a professional organization that conceptualizes new institutional frameworks and delivery systems, assesses the potential of new technologies and learning resources, explores the needs of tomorrow’s learners, and proposes appropriate public policy directions.

By attending the WCET conference on developing online student services, staff members better understand the unique needs of distance learning students. This awareness has increased the need for additional professional development and training to be made available to the staff who will interact with distance learning students.
STUDENT SUPPORT

NMJC’s Patterns of Evidence
- Information Regarding Distance Programs & Support Services
- WebCT Helpdesk
- WebCT Orientation
- Student Services
- Tutoring Services
- Resolving Student Complaints

Information Regarding Distance Programs & Support Services

Currently, information about distance learning can be found on the NMJC website (http://www.nmjc.edu) and in course schedules. A dynamic, informative web presence better serves distance learning students. Because of this, a third-party audit of the website is planned to improve NMJC’s dissemination of distance learning information. In addition, NMJC sends information to students about WebCT orientations and online tutorial services. The Dean of Extended Learning sends a letter to welcome students and provide student resource information. Marketing initiatives specific to distance learning programming are being developed and will gradually saturate local and regional areas.

WebCT Helpdesk

In the fall of 2004, NMJC began to provide after-hours WebCT student support. A phone number is distributed to distance learning students to call and ask questions related to WebCT. This fall, NMJC will offer WebCT support to students and faculty continuously. Each of the distance learning staff members rotates to be on an on-call status and provide late night and early morning WebCT assistance. A contact log is maintained to help the staff track student usage data.

WebCT Orientation

At the beginning of each semester, several informational / training sessions are offered to students to provide instruction on the use of WebCT. During these WebCT orientations, students learn how to login, change passwords, and locate their online courses. Once students are logged into one of their courses, the instructor assists them with maneuvering within the course and WebCT. A few of the skills students learn during this session include sending email through WebCT, uploading and downloading attachments, and finding critical course information. WebCT orientation is required for students taking an online class for the first time, but is available to any student desiring to enhance or refresh their skills. However, additional WebCT help is always available though the helpdesk and the online tutorial system linked to each course.
Student Services

Online student services are available through the NMJC website. Information about admissions and registration, financial aid, counseling, and special needs services can be found on the website and a toll free telephone number is provided to assist online students. NMJC is aware that this mode of student services is sufficient for online students, but is not the level of service we desire to provide. A third-party audit of the website, specific to student services, will be conducted within the next year, and significant changes will be made to better serve our online students. Also, the implementation of the SCT Banner administrative software is a key component to providing online student services. The relational nature of the data that SCT Banner provides will assist student service personnel in seeing comprehensive information about the student and assist them in an efficient manner. NMJC is aware that ADA compliancy is important in an online learning environment and strives to comply with best practices.

Tutoring Services

NMJC contracts with Smarthinking to provide online tutoring, online writing, and homework help services. Tutors are available up to 24 hours a day, 7 days a week in Math (Basic Skills through Calculus), Chemistry, Physics, Biology, Statistics, Accounting, Economics, Grammar and Writing. Students also may submit essays to the writing lab for critique, which are returned typically within 24 hours. The student can choose a short or long critique depending on the size of the essay. As students access the service, time is deducted from the College’s master account based on applications used. NMJC can monitor student usage from an administrative account, and student accounts can be limited by time and / or subject area.

Resolving Student Complaints

In an effort to better serve our students, NMJC maintains records of formal, written student complaints that are filed with the President of NMJC, the Vice President for Finance, the Vice President for Instruction, or the Vice President for Student Services. All students who wish to make a formal written complaint are encouraged to complete the NMJC Student Complaint form. Complaint forms are available through the deans and directors of programs, as well as through the Vice President for Student Services, and may be requested by students, faculty, and / or staff. The completed form should be returned to the faculty / staff assisting the student or to the Vice President for Student Services. In the future, NMJC will provide an electronic form for online students. Once the complaint form has been completed and submitted to a college official, an investigation is completed to determine the nature of the complaint and any needed corrective action.
EVALUATION AND ASSESSMENT

NMJC’S Patterns of Evidence

• Pre-Enrollment Student Assessment
• Assessing Student Achievement
• Student Evaluation
• Program Evaluation
• Integrity of Student Work & Online Course Creditability

Pre-Enrollment Student Assessment

An online assessment is available for first-time students to help determine if they are prepared and/or suited for distance learning. In addition, commonly asked questions and answers about distance learning are provided on NMJC’s website. Also, students can view the technical requirements of online learning environment. http://distance.nmsu.edu/webct_tutorials/index.html.

Assessing Student Achievement

During WebCT training, faculty are encouraged to monitor student progress and provide individualized feedback to students on a regular. Formalized guidelines will be developed for monitoring student progress and providing feedback in the upcoming academic year.

In 2003, the college hired a Director of Learning and Assessment to assist in the development of effective evaluation and assessment processes and create a structured platform for assessment of student learning. NMJC subscribes to the philosophy that decisions regarding assessment of student learning must be made by faculty. The Outcomes Assessment Committee, in conjunction with the Director of Learning and Assessment, has crafted an assessment system that involves instructors and programs campus-wide, including distance learning.

Student Evaluation

In spring, 2005, NMJC created its first student evaluation of online courses. The evaluation process was accessed by students less than anticipated. The College is reworking the evaluation system to promote a higher response rate. The student evaluation process is very important to NMJC. As the college continuously works to improve the quality of distance coursework, obtaining student input on the design, delivery, and assessment methods will provide valuable insight.

Program Evaluation

NMJC’s intent is to review all programs (see Action Item – Criterion Four). The New Mexico Junior College Program Review Procedure Manual states the following: “NMJC endorses the philosophical premise that all programs and
course offerings at NMJC should be subject to a continuous review process. The process for reviewing programs includes reviewing the compatibility of the program’s goals with the mission, role, and scope of the institution, the course descriptions, the current employment trends, instructional methods, student outcomes, certification or licensure requirement of graduates, and any local or state developments that may impact the program. Other considerations include enrollment data for the past five years, class size, program graduates' job placement, follow-up of students' and employers' satisfaction surveys, transfer and articulation to other institutions, data of student success rates at transfer institutions, cost of the program, facilities and equipment, and personnel levels / qualifications.”

**Integrity of Student Work & Online Course Credibility**

Integrity of student work in a distance learning environment is not an easy task; however, NMJC has implemented the following strategies. Professors in the English Department have a contract with Turnitin.com to help enforce student integrity and catch plagiarism. Turnitin.com allows educators and students to take full advantage of the Internet's educational potential and promote originality in student work, improve student writing and research skills, and encourage collaborative learning. Other faculty require proctored mid-term and final exams to ensure integrity in distance learning environments.

NMJC expects faculty to teach at the same level of academic rigor in their online curriculum as in their traditionally delivered courses. Requiring all online courses to be scrutinized by the Academic Standards Committee is a positive step in assuring credibility of distance learning coursework. The College and the distance learning staff will continue to monitor coursework, train faculty to use best practices, seek student feedback, and assess student learning in an effort to strive for excellence in distance learning.
CONCLUSION

New Mexico Junior College is a future-oriented organization, investing heavily in our mission to provide distance learning opportunities to a global student base and to enhance services to our local constituents.

New Mexico Junior College is a learning-focused organization, listening to our constituents in their requests for expanded distance learning opportunities. This is also evidenced by our commitment in delivery, design, and assessment of student learning in an online environment.

New Mexico Junior College is a connected organization, collaborating with institutions like Eastern New Mexico University-Roswell to share limited resources to serve the needs of our students.

New Mexico Junior College is a distinctive organization, placing strong emphasis on the value of distance learning by providing organization and responsibility to a dedicated department within the Division of Extended Learning.

Request for Institutional Change

New Mexico Junior College has made great advancements in the area of distance learning. Therefore, NMJC requests an extension in accreditation status to allow online delivery of degree programs. A strong institutional commitment to grow distance learning programming exists and is evident in strategic planning goals, campus infrastructure, budgetary resources, distance learning resources, and faculty and student support services. NMJC desires to become a leader in quality online programming to assist in our mission of promoting success through learning.
Conclusion

NMJC 2004 - 2005 Self-Study
Conclusion to NMJC 2004 - 2005 Self-Study

**NMJC's Patterns of Evidence**
- Master Planning
- Strategic Planning
- Developing Action Plans
- NMJC's 2005 Mission, Vision, Values, & Goals

Since the 1995 comprehensive visit from the Higher Learning Commission, New Mexico Junior College has undergone significant change. These changes have occurred in personnel, infrastructure, curriculum, student services, and technology. The intent of NMJC’s responses to the five criteria has been to illustrate the gains of the college and emphasize the distinctiveness of NMJC. The underlying themes that permeate the self-study have served to highlight how the criteria relate to each other.

In the past two years, New Mexico Junior College has learned much from the planning and study process. In addition to the self-study, NMJC has participated in master planning and strategic planning over the past year. These two planning efforts occurred because of scheduled processes and were in no way premeditated because of the self-study. In addition, during the last three years, faculty have studied and developed a revised plan for assessment of student learning. As challenging as these planning and study efforts have been for employees, the College can use the data to make improvements.

**Master Planning**

Every ten years, New Mexico Junior College participates in a master planning process conducted by an outside agency. The most recent endeavor began in 1999 when money was appropriated to begin the process. Because of problems encountered by the outside agency, this process was delayed. Master planning was still part of the strategic plan in 2001, and although the college pressed for the work to be completed, the process went nowhere. In 2002, the college made the decision to begin work with another company and that same year, 3D/International completed a level two study to show current capacity of the infrastructure. From that study emerged a software application that enables trained personnel to document repairs and improvements in order to plan for the future and keep the infrastructure viable.

The master planners have utilized the information from the level two assessment to continue the next level of planning. In June 2005, representatives from 3D/International met with employees across campus to gather data on facility needs and the campus environment. The representatives returned in August to
present the results to the college. In early September, community leaders will meet with these representatives. This work will provide a framework for future expansion of New Mexico Junior College.

Strategic Planning

The development of the 2005 - 2010 NMJC Strategic Plan began in September 2004 when internal and external constituencies were invited to participate in the planning process. Internal constituents were contacted via email, and surveys were mailed to external constituents inviting them to address NMJC’s strengths, weaknesses, opportunities, and threats (SWOT analysis). In addition, the college invited the constituents to publicly share their thoughts regarding NMJC’s mission, vision, and values.

In December 2004, the Strategic Planning Session took place over two full days with representatives from the community, legislators, partners, New Mexico Commission on Higher Education, New Mexico Association of Community Colleges, media, NMJC Foundation, students, faculty, and staff presenting their SWOT analysis of NMJC to the Board. Following all presentations, the Board evaluated the input and selected priorities for NMJC to focus on in the upcoming strategic plan.

In January 2005, NMJC employees and students were asked to prioritize the compiled lists of NMJC Opportunities and Future Initiatives. The planning committee also gathered further input from students and employees regarding the College’s mission, vision, and values.

In February 2005, the planning team coordinated and analyzed the information gathered from the Board, employees, and students. The team evaluated the current mission documents and recommended the creation of a new mission and vision statements that reflect the future direction of NMJC. In addition, the team recommended that NMJC replace the overarching principles with institutional values.

In March and April 2005, the planning team and the administrative cabinet participated in three one-day retreats to identify the elements necessary to craft new mission, vision, values, goals, and objectives for NMJC. All strategic objectives from the 2002 - 2006 Strategic Plan can be addressed within the four goals of the 2005 - 2010 Strategic Plan, thereby ensuring plan continuity.

On May 26, 2005, the planning team presented the 2005 - 2010 Strategic Plan to the Board. The plan was unanimously adopted during the ensuing Board meeting.

On August 16, 2005, the President unveiled the 2005 - 2010 Strategic Plan to the campus community during the fall semester in-service meeting. The planning
team introduced the future strategic plan training that will take place for all employees.

*Developing Action Plans*

Training and action plan preparations are vital to the success and accomplishment of the strategic plan. Team leaders have been identified for each goal of the strategic plan. The planning team will work closely with team leaders to provide resources, information, and support. Goal Team Leaders will enlist individuals campus-wide to create and implement an action plan for the achievement of their goals. In addition, the Goal Team Leaders will oversee the creation and implementation of action plans for each objective listed for their goal.

The Planning Team will serve as a liaison between Goal Teams and the Administrative Cabinet to facilitate the prioritization, implementation, support, and resources for the action plans.

Annual February team work sessions will provide an opportunity for team members to share objective successes and discuss obstacles to objective completion with the planning team and administrative cabinet. Annual July team work sessions are designed to provide an opportunity for team members to share objective success and discuss obstacles to objective completion with the planning team and Administrative Cabinet.

*NMJC’s 2005 Mission, Vision, Values, & Goals*

Through the master planning and strategic planning processes and the two-year self-study, the goals for New Mexico Junior College were defined and clarified. The self-study action items are consistent with the goals and objectives of the 2005 - 2010 Strategic Plan. The 2005 New Mexico Junior College Self-Study concludes with a look to the future by presenting the new mission, vision, values, and goals for 2005 - 2010.
MISSION

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

VISION

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

VALUES

New Mexico Junior College is committed to the following values in support of its mission as we provide services to a diverse college community. New Mexico Junior College defines college community as its students, employees, partners, and citizens of the area we serve.

Services Provided by New Mexico Junior College

In support of its mission, New Mexico Junior College offers a variety of educational opportunities and services to meet needs in the lifelong process of personal and professional development. NMJC offers

• programs for students to develop basic academic skills for successful postsecondary study;
• courses and programs that prepare individuals for employment, career updating, and job advancement;
• the first two years of study for those seeking transfer to a four-year college or university;
• public service activities, including workshops, seminars, forums, and cultural arts programs;
• comprehensive student development services which provide student support and assistance; and
• courses for personal growth and cultural enrichment.
Access

In keeping with this value, the college

• helps members of the college community overcome their barriers to success;
• provides convenient, affordable educational opportunities and services;
• provides support for students transitioning to college and on to other postsecondary educational opportunities and to the workplace;
• offers education, training, and activities that meet the diverse interests and needs of the college community; and
• supports educational opportunities through technology.

Responsiveness

In keeping with this value, the college

• continually scans the environment locally, regionally, and nationally to identify opportunities that will meet the ever-changing needs and interests of a diverse and dynamic college community;
• enriches and increases partnerships to identify and meet the educational needs of the college community;
• remains flexible to respond creatively and appropriately to the changing world and to the educational, social, and cultural needs of the diverse college community;
• provides employees with opportunities for professional growth and development;
• ensures fiscal responsibility and public accountability;
• offers relevant programs and support services that meet the needs of a diverse college community; and
• contributes to the social, cultural, and economic development of the college community.

Effectiveness

In keeping with this value, the college will build its understanding and commitment of effectiveness by

• establishing and tracking student outcomes to evaluate and improve learning;
• promoting employees' roles and responsibilities in fostering a climate of learning;
• promoting high academic standards through excellent instruction;
• engaging in sound planning, management, and systematic evaluation for the improvement of programs and services;
• ensuring adequate, fair, and equitable benefits, policies, and procedures;
• acquiring and allocating resources to support the mission and goals of the college;
• keeping the college community aware of college activities, needs, and performance;
• providing a supportive, caring, student-centered environment;
• fostering a work environment that encourages open communication, innovation, productivity, accountability, and personal commitment; and
• providing and using current technologies that support educational and training objectives.

Excellence

In keeping with this value, the college will build its understanding and commitment of high standards and quality by
• committing to an environment of self evaluation and continuous improvement;
• setting benchmarks to develop an understanding of excellence;
• nurturing the development and practice of leadership;
• encouraging and rewarding initiative, innovation, outstanding performance, ethical decision making, and accountability;
• offering support services that are designed to foster success; and
• striving for an environment that does not accept mediocrity.

STRATEGIC GOALS

New Mexico Junior College has developed four goals to guide the college in meeting its mission and vision for the future.

Strategic Goal 1. New Mexico Junior College will build a culture and environment that values and promotes excellence.

Objectives

1.1. Commit to an environment of self evaluation and continuous improvement.
1.2. Set benchmarks to develop an understanding of excellence.
1.3. Nurture the development and practice of leadership.
1.4. Encourage and reward initiative, innovation, outstanding performance, ethical decision making, and accountability.
1.5. Offer support services that are designed to foster success.
1.6. Strive for an environment that does not accept mediocrity.

Strategic Goal 2. New Mexico Junior College will commit to an environment of effectiveness.

Objectives

2.1. Establish and track student outcomes to evaluate and improve learning.
2.2. Promote employees' roles and responsibilities in fostering a climate of learning.
2.3. Promote high academic standards through excellent instruction.
2.4 Engage in sound planning, management, and systematic evaluation for the improvement of programs and services.
2.5 Ensure adequate, fair, and equitable benefits, policies, and procedures.
2.6 Acquire and allocate resources to support the mission and goals of the college.
2.7 Keep the college community aware of college activities, needs, and performance.
2.8 Provide a supportive, caring, student-centered environment.
2.9 Foster a work environment that encourages open communication, innovation, productivity, accountability, and personal commitment.
2.10 Provide and use current technologies that support educational and training objectives.

Strategic Goal 3. New Mexico Junior College will continue to expand access to learning opportunities.

Objectives
3.1 Help members of the college community to overcome their barriers to success.
3.2 Provide convenient, affordable educational opportunities and services.
3.3 Provide support for students transitioning to college and on to other postsecondary educational opportunities and to the workplace.
3.4 Offer education, training, and activities that meet the diverse interests and needs of the college community.
3.5 Support educational opportunities through technology.

Strategic Goal 4. New Mexico Junior College will respond to opportunities that will meet the ever-changing needs and interests of its diverse and dynamic college community.

Objectives
4.1 Continually scan the environment locally, regionally, and nationally to identify opportunities that will meet the ever-changing needs and interests of a diverse and dynamic college community.
4.2 Enrich and increase partnerships to identify and meet the educational needs of the college community.
4.3 Remain flexible to respond creatively and appropriately to the changing world and to the educational, social, and cultural needs of the diverse college community.
4.4 Offer relevant programs and support services that meet the needs of a diverse college community.
4.5 Contribute to the social, cultural, and economic development of the college community.
4.6 Provide employees with opportunities for professional growth and development.
4.7 Ensure fiscal responsibility and public accountability.