Self-Study Report for Reaffirmation

March 2014

MESALANDS COMMUNITY COLLEGE

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Self-Study Report
for Reaffirmation

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MESSAGE FROM THE PRESIDENT

Mesalands Community College is pleased to present the following document to the Higher Learning Commission of the North Central Association of Colleges and Schools, in advance of the upcoming reaffirmation visit.

This report reconfirms the College's commitment to a pursuit of excellence in education and service to students and community. This pursuit is aided by a community of qualified and committed faculty, staff and students. The report highlights the College's commitment to excellence as well as making mention of areas of opportunity for improvement.

This report, and upcoming visit, come at a very exciting time in the history of the College, as Mesalands looks to a future of growth that will aid in the economic development of the City of Tucumcari and the Eastern New Mexico region. The reaffirmation process is one that the College embraces as it identifies the successes of the past and assists us in mapping out a route to a prosperous future of continuous improvement.

Mesalands Community College looks forward to the feedback from HLC in regards to this report, the visit from the HLC evaluation team, and completion of this stage of an ongoing process that will further strengthen and guide our institution as we strive to improve and change lives, one student at a time.

Thomas W. Newsom, Ph.D.
President
Mesalands Community College

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INTRODUCTION

Mesalands Community College is an independent, comprehensive, two-year community college that offers certificate and degree programs, academic transfer courses, adult basic education, and community education courses for lifelong learners. The campus of Mesalands Community College is positioned on 23 acres, with room for future expansion. The main campus is comprised of six buildings, with additional buildings located at other sites off the main campus. The main campus of the College is located at 911 South Tenth Street in Tucumcari, New Mexico. Tucumcari is located in the eastern part of the state, approximately 100 miles west of Amarillo, Texas, and 168 miles east of Albuquerque, New Mexico. It is recognizable by its landmark, the 5,000-ft. butte known as Tucumcari Mountain. Interstate Highway 40 and U.S. Highway 54 converge in the town, making it a popular tourist site.

INSTITUTIONAL PROFILE/ACCREDITATION HISTORY

In January 1979, an act of the State of New Mexico Legislature authorized the establishment of an area vocational school in Tucumcari (Statutory Authority: Sections 21-17-1 through 21-17-17 NMSA (New Mexico Statutes Annotated) 1978). Mesalands Community College was originally established as Tucumcari Area Vocational School (TAVS), under the Area Vocational School Act of New Mexico during the thirty-third Legislative Session. The school was authorized to offer programs of vocational education leading to certificates and diplomas.

In November 1993, the institution was authorized by the New Mexico Commission on Higher Education to offer Associate of Applied Science degrees in Business Administration and Computer Information Systems. In June 1994, the Commission on Higher Education authorized the College to offer the Associate of Applied Science degree for each of its technical/vocational programs. The degree programs were implemented in the fall semester of 1994.

In 1994, the Board of Trustees authorized Tucumcari Area Vocational School to begin doing business as Mesa Technical College, in order to more accurately represent the institution to its varied constituents as a small community college.

In the fall semester 1995, Mesa Technical College implemented a pre-collegiate studies program and expanded its course offerings in general education. In the spring semester of 1996, the College began expanding its offerings via distance learning, including the Electronic Distance Education Network (EDEN), a cooperative effort of the universities of New Mexico, Public Broadcasting System (PBS), and the Internet.

In the spring semester 1996, the College developed programs in Paleontology and Geology. Mesalands Community College Dinosaur Museum and Natural Science Laboratories was planned, based on a partnership that developed between the College and the community. The project was important in recognizing, maintaining, and promoting the region's rich heritage as one of the premiere deposits of fossilized ancient life. The community continues to donate considerable time, energy, and resources to the Museum for cataloging specimens and providing sites for further exploration. An outgrowth of planning for separate funding of the Museum resulted in the establishment of the Mesa Technical College Foundation, Inc., for charitable, scientific, and educational purposes.

On July 1, 1996, Mesa Technical College came under the direction of a new president who instituted a concerted effort in strategic planning - a prerequisite to addressing institutional challenges and implementing effective change. The College's new direction manifested itself in significant changes, including the implementation of student assessment, institutional effectiveness, and curriculum development. The institution's mission and goals were reviewed and revised, appropriate to the new effort to become a comprehensive community college.

The president also launched an intensive effort to earn accreditation from The Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools. Administration, faculty, and staff set forth on a fast track to compress the two year process normally needed to earn a site visit from the NCA into a period of less than one year. In August 1997, these efforts were rewarded when NCA granted Mesa Technical College candidacy for accreditation. In August of 1999, Mesa was granted the status of initial accreditation by NCA; at which time the State allowed the College to begin offering the Associate of Arts degree.

In the fall of 1998, the College launched a new intercollegiate rodeo program in response to the desires of its students and local community. The success of this program led to the establishment of a livestock judging team in 2001.

On September 11, 2001, the Board of Trustees renamed the institution Mesalands Community College. With the College continuing to grow and mature, the College's name was changed to more adequately reflect its mission.

In 2004, Mesalands Community College received 10 years of accreditation from the Higher Learning Commission, a Commission of North Central Association of Colleges and Schools.

A DECADE OF GROWTH: SIGNIFICANT DEVELOPMENTS SINCE THE 2004 REACCREDITATION

Mesalands Community College has experienced significant growth and change over the last 10 years as briefly outlined below.

2004

- The University Distance Education Center was established on campus with the design and launch of the Mesalands Telecommunication Network (MTN), and the implementation of Digital Interactive Television (DITV). This Center provided Mesalands Community College the capability to export DITV courses. It also enabled area students to take upper level and graduate level courses locally. This also allowed the College to offer courses and provide a community bulletin board via local cable television.
- Lobbying efforts resulted in $240,000 in special appropriations - $140,000 for Intercollegiate Rodeo and $100,000 for the Mesalands Community College Dinosaur Museum and Natural Science Laboratory.
- A statewide Higher Education General Obligation (GO) Bond passed, with $679,000 being allocated to the College. The College received $600,000 for its Capital Project and $79,000 for building renewal and replacement.
- The College's Truck Driving Program received five years of certification from the Professional Truck Driver Institute.

2005

- The North American Wind Research and Training Center (NAWRTC) was initiated.
- The College established a Spanish language outreach program, "La Voz," airing twice a week.
- A Building Trades Program was established.
- Legislative funding in the amount of $145,350 was obtained for the Rodeo Program and the Mesalands Community College Dinosaur Museum and Natural Science Laboratory.
- An electronic Student Information System (SIS) was installed in all classroom buildings.
- A joint powers agreement was signed between the College and the New Mexico Department of Corrections for prison site training, with $10,000 allocated for training.
- A memorandum of understanding was signed with the GEO Group, Inc., for Guadalupe County Correctional Facility on-site classes.
- $360,000 was secured for construction of the Career Technical Education Center to house the Building Trades Program.
- Designs were made for remodeling and new structures on the west end of Building A, and adjacent to Building C in the amount of $1,750,000.
- The Building Trades Program was started.

- The New Mexico Legislature included the College into the Community College Statute, Article 13 Community Colleges (21-13-4.2 NMSA 1978). From that point forward the name, Mesalands Community College was officially in the Statutes of the State of New Mexico.

2006

- A GO Bond passed in Quay County and New Mexico, resulting in the College receiving $1,500,000 in building funds.
- The College was awarded a $600,000 U.S. Department of Housing and Urban Development (HUD) Grant.
- The College's enrollment reached an all-time high in the fall of 2006. Headcount enrollment was 694, and fulltime equivalent (FTE) enrollment was 371.
- The College had a record number of associate degree graduates for the 2005-06 academic year. Forty-four (44) students earned associate degrees; in addition, 43 received certificates.
- A Feasibility Study for the North American Wind Research and Training Center (NAWRTC) was published. A business plan for the NAWRTC was also published.
- A $1,400,000 building project was started for Building A, including a 6,760 square foot remodeling project and 7,920 square feet of new construction.
- Construction began on a $300,000 Building Trades facility.
- The College was selected by the Governor's Gallery at the State Capitol to exhibit a museum bronze artwork entitled "The New Bronze Age."
- The College was awarded a $63,000 grant from New Mexico Department of Energy, Minerals, and Natural Resources.
- A contract was signed between Mesalands Community College and the New Mexico Department of Corrections, awarding $12,000 for spring and summer 2006 classes, and $25,000 for 2006-07 classes at Guadalupe County Correctional Facility.
- The Mesalands Community College Dinosaur Museum and Natural Science Laboratory received a 400 piece collection of Carboniferous plant life fossils. In addition, new carpet and new scientific specimen cabinets were installed in the Museum.

2007

- Fall 2007 headcount (third Friday census) was 635, up 16.5% from 2005-06, and up 152.0% from fall 1997. Fall 2007 FTE (third Friday census) was 373.7, up 11.9% from 2005-06, and up 152.8% from fall 1997.
- The College graduated 36 students with associate degrees; 120 graduated with certificates (2006-07 academic year).
- Concurrent enrollment grew 41% from fall 2006 to fall 2007. The College concurrent enrollment agreements included Tucumcari High School, Logan

High School, Dexter High School, Clayton High School, House High School, Moriarty High School, Estancia High School, and Texico High School.

- The College was awarded a $17,000 grant from the New Mexico Rodeo Council for equipment. There were 38 members on the rodeo team/rodeo club.
- Construction was completed on new facilities. A $1.6 million addition to Building A added 7,920 square feet, including a Great Room, a Health and Wellness Facility, two classrooms, five offices, and a meal prep room.
- Governor Bill Richardson approved $2 million in appropriations to help finance a 1.5 megawatt wind turbine to be installed at Mesalands Community College for the NAWRTC.
- The College received a $300,000 Legislative Appropriation from New Mexico Representative Brian Moore and a $150,000 Legislative Appropriation from State Senator Harden for the NAWRTC. Another $43,000 was received from various other statewide senators and representatives.
- The College successfully procured a $2 million U.S. Department of Labor grant for the NAWRTC.
- A contract was awarded for a General Electric 1.5 megawatt wind turbine to be delivered in 2008.
- A Joint Powers Agreement was signed between Mesalands Community College and the New Mexico Department of Corrections, awarding $45,000 to help fund courses offered at Guadalupe County Correctional Facility for fiscal year 2006 – 2007.
- A new College security identification card system was installed for everyday use, as well as security access for paying clients to the new Fitness Center.
- A new web-based administrative software system was implemented (SONISWEB).
- The Mesalands Community College Dinosaur Museum and Natural Science Laboratory welcomed its 100,000th visitor on November 3, 2007. Attendance at the Museum grew to about 15,000 annually.
- For the first time, the Mesalands Community College Board of Trustees held elections separate from the K-12 school board elections.

2008

- A commercial-grade, 1.5 megawatt General Electric wind turbine was erected on campus.
- A $7.5 million GO Bond was approved for the NAWRTC.
- During the fall semester, classes in Wind Energy Technology were initiated.

2009

- A GO Bond was approved for Building G.

2010

- Building G was expanded to include the President's Office, the Board of Trustees Conference Room, four new classrooms, three new offices, and the Bookstore.
- The NAWRTC, a 27,000 square foot building, was dedicated in the fall.

2011

- In the spring, operations began in the new NAWRTC.
- In June, Dr. Phillip O. Barry, President of Mesalands Community College, retired after 15 years of dedicated service.
- On July 1, Dr. Mildred P. Lovato became the second President of Mesalands Community College.
- The College hosted the Economic and Rural Development Committee Meeting on July 6-7, 2011. This meeting brought Legislators from across the state to the campus.
- Mesalands received the largest annual individual donation of $35,000. Xcel energy donated $5,000 for scholarships for Wind Energy students. Citizens Bank donated $5,000 to the Rodeo Team. The Working Ranch Cowboys Foundation donated $10,000 to build 20 new horse stalls near the Farrier Barn.
- The College was awarded a $523,751 Wind Center of Excellence grant. Twenty-eight students graduated with an Occupational Certificate in Wind Energy Technology as a result of this grant.
- The College received $109,140 Integrated Basic Education Skills Training (I-BEST) grant to assist Adult Basic Education (ABE) students succeed in college-level technical programs. The grant is used for wrap-around services for General Education Development (GED) students co-enrolled in short certificate programs.
- The College was awarded a highly competitive U.S. Department of Education Title III Federal Science, Technology, Engineering, and Mathematics (STEM) grant in October, 2011. The grant award is $777,154 each year for a five-year renewable award totaling $3.8 million.
- A new Fine Arts Weaving Program was started, resulting in capacity enrollment for that program, at the Guadalupe County Corrections Facility.
- New Mexico Business Weekly named the Mesalands Community College Dinosaur Museum and Natural Science Laboratory one of the Top Twenty-Five Museums in the State for attendance.
- The College was approved by the Higher Learning Commission – North Central Association, to offer academic program courses at additional correctional facilities: New Mexico Women's Correctional Facility (Grants, N.M.) and the Northeastern New Mexico Detention Facility in Clayton, NM.
- The College was a National Association of Industrial and Office Properties (NAIOP) architectural/construction award finalist for the NAWRTC building.

The building was also certified as Leadership in Energy and Environmental Design (LEED) Silver.

- In December, the College was one of only eleven institutions selected, from among 68 applicants nationwide, to receive the Community College Undergraduate Research Initiative (CCURI), National Science Foundation (NSF) award.
- The architectural design for construction of a new Life Science Laboratory, and the remodel of the existing Physical Science Laboratory in Building A was completed and construction began.
- Official College colors were formalized by the Board of Trustees.
- The College mascot debuted at the first indoor/outdoor Cinco de Mayo celebration at the NAWRTC.
- The College conferred 70 certificates and 6 associate degrees at the Guadalupe County Correctional Facility, and the Northeastern New Mexico Detention Facility.
- The Men's Rodeo Team set two national records: the most points earned at a single rodeo, and the most points earned during a single season.
- A concerted effort to increase exposure of the College resulted in significant media coverage, including an article in the Wall Street Journal. Throughout the year, the College averaged media coverage every three days; much of which was "Earned Media".
- The *Mesalands Community College Accreditation Plan 2011 – 2014* was created and first presented during the fall semester convocation.

2012

- The first Self-Study Steering Committee meeting was held during the fall semester.
- The Life Science Laboratory and the Physical Science Laboratory were extensively updated.

2013

On July 11, 2013, after an extensive nationwide search, the Board of Trustees hired Dr. Thomas W. Newsom, as the next President of Mesalands Community College.

SELF-STUDY PROCESS

On October 22, 2012, Mesalands Community College began its official preparation for the March 2014, Higher Learning Commission reaffirmation site visit. This first Self-Study Steering Committee meeting included an overview of the accreditation process, expectations of the self-study process, roles of the Criterion co-chairs, and resources available to facilitate the self-study process. During the second Steering Committee meeting on November 1, 2012, Ms. Natalie Gillard, Vice-President of Academic Affairs and Chair of the Self-Study

Steering Committee, presented copies of the *Mesalands Community College Accreditation Plan for 2011-2014*. This document is the blueprint for the entire self-study process.

The purpose of Mesalands Community College's self-study process is to analyze and evaluate the College's mission and goals, purposes, growth, resources, achievements and plans. Through the self-study process, patterns of evidence, emerging patterns of evidence in the future growth of the College, and opportunities for improvement will be realized. The self-study offers a positive opportunity to evaluate the College's processes with the goal of continually improving its ability to carry out the institution mission and goals.

Mesalands Community College developed explicit goals for the accreditation process which include, but are not limited to, the following:

- To identify strengths and patterns of evidence that denote the academic quality of the institution.
- To identify emerging patterns of evidence to show the future growth of the College.
- To identify opportunities for improvement that will evoke continuous improvement in the academic standards of the College.
- To conduct a self-study process that includes a diverse sample of the College's constituencies.
- To conduct a self-study process that includes collaboration among the College community in the updated strategic planning process for continued growth and success.
- To continue to enhance the College's Student Learning Assessment Model, which guides the College in the measurement of student outcomes assessment.
- To demonstrate progress by responding to suggestions and concerns identified in the 2004 HLC on-site visit review process.
- To secure continued accreditation status and accreditation with The Higher Learning Commission.

The self-study process was truly a collaborative effort with input and participation coming from the entire College community. The vast majority of the College's administration, full-time faculty, and full-time staff participated on one of the five Criterion Committees (see Accreditation Committees membership listing below). The activities associated with the committee membership required significant time, work, and effort on behalf of the members. The entire College community was vested in this process as can be seen with the following committee membership tables. The initial stages of the self-study process began during the tenure of the second President of the College. The large component of the self-study process was completed after the departure of the second President and prior to the tenure of the third President.

ACCREDITATION COMMITTEES

Steering Committee

Natalie Gillard, Chair	Vice President of Academic Affairs
Chad Benton	Faculty, Wind Energy Technology
Connie Chavez	Executive Assistant to the President
Jef Cotham	Faculty, Business Administration
Donna Garcia	Director of Academic Affairs
Janet Griffiths	Faculty, Pre-Collegiate
Amanda Hammer	Director of Financial Aid
Kimberly Hanna	Director of Public Relations
Dr. Axel Hungerbuehler	Faculty, Natural Sciences and Museum Curator
Dr. Aaron Kennedy	Vice President of Student Affairs
Tom Morris	Coordinator of Health and Wellness Facility/Faculty
Beth Sisneros	Director of Educational Services Center

Criterion One: Mission

Kim Hanna, Co-Chair	Director of Public Relations
Dr. Axel Hungerbuehler, Co-Chair	Faculty, Natural Sciences and Museum Curator
Dr. John Bauler	Program Director and Faculty, Wind Energy Technology
Carolyn Chavez	Director of Personnel
Rose Chavez	Tracking and Retention Specialist
Sabrina Gaskill	Faculty, English/Communications
Amber Ince	Administrative Secretary, STEM Grant
Amber McClure	Director of Enrollment Management
Susan Reid	Library Technician
Vicki Watson	Director of the Small Business Development Center

Criterion Two: Integrity: Ethical and Responsible Conduct

Dr. Aaron Kennedy, Co-Chair	Vice President of Student Affairs
Chad Benton, Co-Chair	Faculty, Wind Energy Technology
Tiffany Aragon	Account Specialist
Pete Borquez	Custodian
Connie Chavez	Executive Assistant to the President
Jack Dominguez	Faculty, History/Social Sciences
Tammy Hall	Student Services Specialist
Dr. Forrest Kaatz	Math Success Specialist, STEM Grant
Lois Sappington	Evening Coordinator
Alex Villanueva	Interim Business Manager
Larry Wickham	Coordinator of Institutional Computing

Criterion Three: Teaching and Learning: Quality, Resources, and Support

Amanda Hammer, Co-Chair	Director of Financial Aid
Janet Griffiths, Co-Chair	Faculty, Pre-Collegiate
David Arias	Maintenance
Christyne Dominguez	Secretary, Enrollment Management
Kim Enriquez	Administrative Assistant to the Vice President of Academic Affairs
D'Jean Jawrunner	Faculty, Art
Tommy Jones	Building and Grounds Supervisor
Eddy Mardis	Faculty, Farrier Science
Linda Morris	Museum Assistant
Chris Reynolds	Computer Technician II

Criterion Four: Teaching and Learning: Evaluation and Improvement

Donna Garcia, Co-Chair	Director of Academic Affairs
Tom Morris, Co-Chair	Coordinator of Health and Wellness Facility/Faculty
Janice Aragon	Project Director, STEM Grant
Justin Bollinger	Faculty, Animal Science
Sammy Crespin	Custodian
Dean Garcia	Account Specialist
Joyce Garrett	Educational Services Center Facilitator
Joanna Gutierrez	Academic Affairs Specialist
Dr. Philip Kaatz	Faculty, Mathematics and Physical Science
Dr. Simone Klutzney	Science Curriculum Specialist, STEM Grant
Margaret Ragland	Secretary

Criterion Five: Resources, Planning and Institutional Effectiveness

Jef Cotham, Co-Chair	Faculty, Business Administration
Beth Sisneros, Co-Chair	Director of Educational Services Center
C.J. Aragon	Faculty, Intercollegiate Rodeo Coach
Gretchen Gurtler	Director of Mesalands Community College Dinosaur Museum
Barbara Hicklin	Secretary, Small Business Development Center and Academic Affairs
Jim Morgan	Director of the North American Wind Research and Training Center
Ray Shafer	Account Specialist
Terrill Stowe	Faculty, Wind Energy Technology
Brenda Weston	Manager of College Stores
Rose Whitener	Custodian

RESPONSE TO THE 2004 REPORT OF A COMPREHENSIVE EVALUATION VISIT

The 2004 Higher Learning Commission (HLC) Evaluation Team made numerous observations and recommendations when identifying two areas requiring Commission follow-up:

1) Progress Report on Assessment of Student Learning Outcomes.
2) Monitoring Report on Enrollment and Fiscal Stability.

The College embraced these recommendations as opportunities for improvement. The following sections summarize the actions taken to address these areas. Each of these areas are also discussed in greater detail throughout the report; an indication that systemic changes were made across the College to implement cultural and permanent changes based on the 2004 Self-Study.

ASSESSMENT OF STUDENT LEARNING

On April 19-21, 2004, The Higher Learning Commissions' Evaluation Team performed a comprehensive evaluation visit to Mesalands Community College. The Team identified "[e]vidence that demonstrates the criterion requires institutional attention and Commission follow-up" in the areas of the College's assessment of student academic achievement. The following summarizes the Team's major findings:

- No "evidence of assessment findings at the program or institutional level."
- The collection, interpretation and use of assessment data should occur at all levels: course, program and institutional outcomes.
- "There should be documentable evidence of the academic achievement of the students who complete the curricula" and linking this information to "the structure and content of the educational program and the effectiveness of teaching."
- The results of the assessment process should be widely communicated with all shareholders in order to provide constituencies a way to learn about actual effectiveness of the teaching and learning occurring within the College and provide information around which improvements can be implemented and evaluated.
- Assessment processes must be established that are continuous and provide meaningful and useful information.
- "…course-level performance objectives exceed the expectations of student performance at the program level."
- "…not clear where identified program level outcomes are taught."
- "A number of general education outcomes at the program and course level are not expressed in measurable terms."

- Develop “an identifiable and coherent undergraduate general education component as well as rubrics for consistently evaluating general education learning outcomes across the curriculum.”
- Specific changes to the curriculum based on results of assessment are neither identified nor evaluated.
- Lack of documentable evidence of the academic achievement of students who complete the curricula.

The Team went on to state assessment activities need to be “…more formally measured, articulated, and documented at the College.”

The Evaluation Team indicated that the follow-up Progress Report on Assessment of Student Learning Outcomes was due on July 1, 2009, and should address the following points:

- Demonstrate consistency in evaluation of clearly defined general education learning objectives/outcomes.
- Clearly articulate relationships between course and program-level outcomes.
- Document evidence of the efficacy of curricular and instructional changes made as a result of assessment feedback.

In the Advancement Section of the Report of a Comprehensive Evaluation Visit, the Team made the following “suggestions”:

At the career level:
- identify learning outcomes that meet or exceed the difficulty of course level outcomes
- identify learning outcomes that have greater scope and breadth than course level outcomes
- map program outcomes to courses
- select methods to measure learning outcomes
- establish expected levels of aggregate student performance
- collect data and analyze results
- use results for improvement

Establish general education outcomes that:
- are coherently and consistently defined across the campus
- are consistently assessed using common rubrics
- are assessed using common methods to measure learning
- have expected levels of performance established
- have data collected and results analyzed
- improve based on analysis of results

Have faculty involved by:
- sharing assessment information and action taken
- re-evaluating the assessment process

Mesalands Community College applied (and was accepted) to participate in the Higher Learning Commission's Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the July 1, 2009 Progress Report on Assessment of Student Learning Outcomes.

A team of seven College faculty members (now referred to as the Student Learning Assessment Committee) attended the Academy held in Lisle, Illinois, on November 5-7, 2008. The Academy was a four year commitment to develop and implement an "Action Portfolio" (also referred to as the Student Learning Plan) to address those areas identified in the Higher Learning Commission's follow-up report; as well as establish a culture of assessment embedded in every aspect of the learning process. The College Student Learning Assessment Committee entitled the Action Portfolio "Beyond the Basics: Reinventing Assessment at Mesalands Community College".

OVERVIEW

This section identifies and summarizes the College's assessment-related actions since initiating the Action Portfolio in November 2008. This summary of activities documents those assessment-related actions developed and implemented to improve student learning assessment at the course, program and institutional level and at the same time addressing each area identified in the Higher Learning Commissions' follow-up report.

Institutional Level Achievements

- Development of an "Assessment" link on the College's website.
- Initiated a biannual faculty and staff training day devoted to all things assessment. This recurring event is referred to as "Assessment Day" and occurs during the fall and spring semesters.
- Development and annual distribution of the Student Learning Assessment Guide for Faculty. This comprehensive guide is distributed to all full-time and part-time faculty and documents in a step-by-step format the assessment process at the College.
- The following general education competencies were rewritten:
  - Writing
  - Oral Presentation
  - Information Technology
  - Critical Thinking
  - Scientific Reasoning
  - Mathematical Reasoning
- The following rubrics to assess general education outcomes were developed:
  - Writing
  - Oral Presentation
  - Information Technology

  - Critical Thinking
  - Scientific Reasoning
  - Mathematical Reasoning
- Implementation of the "Writing Across the Curriculum" initiative which requires all faculty (wherever and however they teach) to assess the writing general education competency, utilizing the College rubric.
- *Assessing Assessment Report* was developed, implemented, and presented to program directors/lead faculty regarding assessment efforts as presented in their respective Student Learning Assessment Program Reports. The goal of this annual report is to provide constructive feedback to program directors/lead faculty regarding the quality and quantity of their assessment efforts as well as their efforts on "closing the loop" with the ultimate goal of improving student learning.
- Initiation of formal assessment-related training for adjunct faculty at off campus sites.
- Implementation of the *General Education Competency Reporting Schedule* to assess general education competency attainment wherever and however delivered.
- Development and implementation of a capstone portfolio course to more effectively capture College-wide general education competency attainment (required of all degree-seeking students during their last semester prior to graduation).
- *Student Learning Assessment* informational brochure was developed, distributed and reviewed with students attending fall and spring semester new student orientations as well as with all students enrolled in ACS 100: Student College Success courses.

Program Level Achievements

- Identification of seventeen program directors/lead faculty responsible for leading assessment at the program level.
- Revised the format of the annual Student Learning Assessment Program Reports utilizing a plan-do-study-adjust cycle of assessment of student learning.
- Revisited and, when necessary, rewrote program objectives for all applied science programs to be measureable (and include a performance, condition and criterion).
- All program directors/lead faculty performed curriculum mapping in order to identify where program-level outcomes are taught in the respective plans of study. This information is included in the individual Student Learning Assessment Program Reports.
- All program directors/lead faculty identified multiple measurement tools and goal results to assess whether or not program objectives were accomplished to a predetermined level. This information is included in the individual Student Learning Assessment Program Reports.

- All program directors/lead faculty implemented a plan-do-study-adjust cycle of assessment of student learning in order to determine how well program objectives are being accomplished. This information is included in the individual Student Learning Assessment Program Reports.
- All program directors/lead faculty implemented a plan-do-study-adjust cycle of assessment of student learning in order to determine general education competency attainment. This information is included in the individual Student Learning Assessment Program Reports as well as the Student Learning Assessment Committee (SLAC) Annual Reports.
- All program directors/lead faculty document their program assessment activities via the annual Student Learning Assessment Program Reports, as well as establish assessment processes that are continuous and provide meaningful and useful information. Implementing curricular changes and documenting how these changes affected learning (closing the loop) are a critical component of the program reports.

Course Level Achievements

- Course syllabi format was evaluated and significantly modified for content and consistency for all College courses, wherever and however they are offered.
- Individual course objectives for all College courses were reviewed, and, when necessary, rewritten to be measureable (and include a performance, condition and criterion).
- The end-of-semester *MCC Faculty Outcomes Assessment Form* was rewritten in order to capture more meaningful/useful assessment results.
- Preselected courses were evaluated via embedded assessment in order to determine if the quality and quantity of learning is similar wherever and however they are delivered.

The College submitted its *Academy for the Assessment of Student Learning Results Forum Impact Report* on September 7, 2012, and participated in the Forum in St. Charles, Illinois, on November 7-9, 2012. The College was asked to present its Forum Impact Report during the Academy, as part of the Showcase of Completed Academy Projects.

Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, Mesalands Community College is dedicated to continually building upon the findings of the 2004 HLC Evaluation Team, and its participation in the Academy for the Assessment of Student Learning, by establishing a culture of assessment, embedded in every aspect of the educational process. Assessment is a living, breathing process that will mature and change with time as the College continually identifies and refines the most effective and efficient methods of understanding, confirming and improving student learning.

Enrollment and Fiscal Stability

During the 2004 HLC comprehensive evaluation for accreditation, the second finding of the Evaluation Team pertained to enrollment and fiscal stability. Based on the finding, the College was required to provide to HLC a "Monitoring Report on Enrollment and Fiscal Stability." The College met this requirement in March of 2008, with the institution's submission of a monitoring report to HLC.

The College addressed enrollment, retention, and fiscal stability. Specifically, program enrollments, retention rates, graduation rates, and financial information were provided for fiscal years 2003-2007.

Enrollment trends showed an increase in overall headcount of 50% and a 25% increase in FTE. Program enrollment also increased by 32% and FTE increased by 25%. The College's enrollment growth for both head count and FTE continued through 2010. Beginning in 2011, the College experienced a decrease in enrollment for both head count and FTE. The College is working diligently to reverse this trend through increased recruitment efforts and new marketing ideas. In the fall of 2013, a marketing committee was established by the President to develop new methods to market the College and recruit students with the goal of increasing head count, FTE, and ultimately graduation rates.

Graduation rates for the 2003-2007 time period fluctuated; however, beginning in 2006 the graduation rates increased. Since 2007, graduation rates have continued to fluctuate with a significant increase (247 vs. 36) in the number of graduates in 2012 versus 2005.

Not unlike colleges and universities throughout the nation, retention efforts have been a consistent and ongoing focus of Mesalands Community College. As detailed in the College's Enrollment Plans, a number of retention efforts are utilized to ensure students complete their selected programs of study. During the years of 2003-2007 degree/program retention fluctuated from a low of 47.3% to a high of 58.1%. Since that time, the fall-to-fall retention rate is as follows:

- 2008-2009 62.8%
- 2009-2010 59.3%
- 2010-2011 63.0%
- 2011-2012 62.3%

Retention efforts have proven to be successful with the average retention rate being over 60%. In comparing the College's 2012 retention rate of 62.3% to the New Mexico independent community colleges retention rate of 49.3%, the College is doing better than the average of the independent community colleges. In 2010, the College's retention rate of 59.3% was just below the College's National IPEDS Peer Institutions retention rate of 61.2%.

The College is financially sound as evidenced by its annual audited financial statements that are prepared in accordance with GASB reporting standards. As reported in the monitoring report for FY 2003-2007, the College's fund balance increased from $310,261 to $1,024,885. Since that time, the College's revenues have exceeded expenditures, resulting in a net gain for the years 2008-2012. The College's fund balance has also increased.

1. MISSION

CRITERION ONE: THE MESALANDS COMMUNITY COLLEGE'S MISSION IS CLEAR AND ARTICULATED PUBLICLY; IT GUIDES THE COLLEGE'S OPERATIONS.

Mesalands Community College's mission:

> *Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

Mesalands Community College is an independent, comprehensive, two-year community college that offers certificate and degree programs, academic transfer courses, adult basic education, and community education courses for lifelong learners.

The College has established goals to accomplish its mission. The goals of Mesalands Community College are to provide:

- An environment where learning is appreciated, encouraged, and assessed.
- Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.
- Accessible, multi-faceted services to qualified individuals.
- Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.
- Quality community service programs responding to the diverse needs of the region.

The College mission and goals are publicly articulated and clearly described in word and action. The College mission and goals drive all institutional operations while delineating its ongoing relationship with internal and external constituencies.

1.A. Mesalands Community College's mission is broadly understood within the College and guides its operations.

Together, the College's mission and goals are broadly understood within the institution. The College's mission is rarely discussed without dialogue about the goals. The actualization of the College's mission statement cannot be achieved without understanding and working towards the accomplishment of the goals.

Assessment of student academic achievement and learning has taught faculty, staff, and administration that recognition of how the College is doing in terms of meeting the needs of its students and community means nothing if not measured. It is the institution's stated goals that give the College a barometer and means to measure whether or not the mission is being realized.

As outlined in the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness*, Mesalands Community College has an established process for guiding its operations, and assessing its overall institutional effectiveness by linking the College's mission and goals with the Strategic Plan. This process is described in *1.A.3*.

1.A.1. The mission statement is developed through a process suited to the nature and culture of the College and is adopted by the governing board.

The Mesalands Community College current mission and goals were last revised by the Board of Trustees in December 2000, with the addition of a new goal (based on the recommendation of the Student Learning Assessment Committee (SLAC)) reflecting the College's recognition of the importance of assessment of student learning. The College Board of Trustees reviews the mission and goals annually to ensure that they are appropriate to the institution's purpose and function. The Board of Trustees recognizes that constructive study, discussion, and active participation by citizens are helpful in promoting the best possible program of education for the community, as stated in **Policy Title: 9.2, Participation by the Public** (*Board Policies*, page 60). Per **Policy Title: 2.3, Procedures for Addressing the Board**, the Board of Trustees also provides time for public comment during all regular meeting agendas (*Board Policies*, pages 11-12). Public comment is welcome and encouraged at the specific meeting when the Board considers approval of review and reaffirmation of the College mission statement. The College also seeks input from its stakeholders in a number of ways, including formal reviews of academic programs and input from advisory boards.

1.A.2. Mesalands Community College's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The College promotes student learning by offering quality education and supportive services to address the needs of a culturally diverse community, while fostering personal growth and leadership activities.

External Endorsement

- The College is authorized by the New Mexico Higher Education Department (NMHED) to offer degrees and certificates.

- The College is approved for full veteran's benefits under provisions of Section 3675, Chapter 36, Title 38 of the United States Code and Veteran's Retraining Assistance Program (VRAP).
- The College is authorized to issue F-1 academic student visas through the National Security Investigation Division's Student and Exchange Visitor Program (SEVP).
- Mesalands Community College is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

ACADEMIC PROGRAMS

Mesalands Community College offers many traditional and non-traditional programs leading to Associate of Arts degrees, Associate of Applied Science degrees, and Applied Science and Occupational Certificates. The educational goals of these degrees and certificates are to prepare students for transfer to a four-year, degree-granting institution, or to gainful employment, and/or to allow students to upgrade their skills and knowledge for career advancement. Developing an interest and love for life-long learning is a goal embedded within these stated educational goals.

The College operates several non-traditional educational programs. These programs provide a unique set of knowledge, skills, and professional dispositions, and learning environments for students who wish to study a special discipline, or acquire skills in a future-oriented growing field.

- The Fine Arts Program with its strong tradition of bronze sculpture allows students to gain experience with different pours and, in particular, iron pour skills. Over the course of the last five years, the Annual Iron Pour has drawn an average of 42 participants each year; more than half coming from out-of-state, to experience one of the few active iron casting foundries in the country.
- The Farrier Science Program offers hands-on practical experience in trimming and shoeing, and forging and welding.
- The Natural Science (Paleontology) Program, in conjunction with the Mesalands Community College's Dinosaur Museum and Natural Science Laboratory, emphasizes practical knowledge of fossils through field trips and laboratory work. Mesalands Community College is situated in an area of rich fossil records, and takes advantage of the abundant natural resources of eastern New Mexico, its high technology science laboratory, and Mesalands Community College Dinosaur Museum and Natural Science Laboratory.
- The Wind Energy Technology Program offers training to meet the growing demands for qualified Wind Energy Technicians to provide construction and maintenance on wind turbines. Students enrolled in this program improve their skills by working on the College's 1.5 megawatt turbine that has the capacity to provide electricity to approximately 400 homes.

These unique programs attract students outside the realm of the traditional local community college population base, and also provide the College a national and international profile, while meeting the diverse needs of the region.

Consistent with its mission statement, the College maintains the quality of its education and academic programs through a number of processes outlined in *4.A.1*. These include regular academic program reviews, advisory committees, and regular reports/reviews to state and federal entities.

- ***Academic Program Review* -** Mesalands Community College maintains a well-established practice of regular reviews for credit generating programs. As outlined in the *Academic Program Review Plan 2012-2013*, the College conducts a regular, systematic evaluation of all its programs to ensure the quality and relevance of its academic programs. The primary goal of this review is to assess programs' effectiveness in terms of the quality and quantity of outcomes.
- ***Advisory Committees* -** Numerous College programs and disciplines have advisory committees that meet on a regular basis. Advisory committees facilitate communication between the College, industry, and the community to ensure Mesalands Community College is meeting the needs of its stakeholders. Advisory committees are the College's way to seek feedback on whether or not the education and services offered are current, relevant, and meaningful to the community at large (*Academic Program Review Plan 2012-2013*).
- ***Reports/Reviews* -** The College's U.S. Department of Education - Hispanic Serving Institution's Science, Technology, Engineering, and Mathematics (STEM) grant related programming, is annually reviewed by a qualified external evaluator. The Integrated Basic Education and Skills Training (I-BEST) grant requires quarterly reports to the U.S. Department of Education. The General Education Development (GED), Adult Basic Education (ABE), and English as a Second Language (ESL) programs are required to submit regular reports to the New Mexico Higher Education Department (*Mesalands Community College ABE/GED Program Annual Report 2011-2012,* and associated quarterly reports).

The quality of student learning and academic achievement offered by the College's education programs is measured via a plan-do-study-adjust (PDSA) cycle of student learning assessment at the institutional, program, and course levels. The College has clearly established goals for student learning and effective processes for assessment of student learning and achievement (*4.B.1*). In addition, the College assesses achievement of the learning outcomes that it claims for its curricular programs (*4.B.2*). Lastly, the College also uses the information gained from assessment to improve the quality and quantity of student learning (*4.B.3*).

Quality education and services to a culturally diverse community that foster personal growth are also realized through non-credit Community Education courses, the services offered by the Adult Basic Education (ABE) Program and the Small Business Development Center, and various community events hosted by the College.

- Community Education - Community members seeking opportunities for life-long learning and personal growth can participate in a variety of non-credit, Community Education courses. The annual Summer Adventure Camp exposes the community youth to an assortment of classes and activities, including, but not limited to, Mural Painting, Sleeping with the Dinosaurs, Dino Digs, and the Kid's Physical Activity Camp. The Strong Seniors Stay Young chair-based exercise class for those 55 years of age and older, offers year-round opportunities to maintain independence through a focus on the improvement of strength, balance, and flexibility, while concurrently improving their abilities to perform the activities of daily living. Community Education courses have also successfully offered other opportunities including home weatherization, car maintenance, solar energy opportunities, getting published and selling books on Amazon.com's Kindle store, and a play-by-play interactive class on the game of American Football called the "Women's Guide to Football."
- Educational Services Center (ESC) – The ESC houses the College's Adult Basic Education (ABE) program and provides quality instruction and services to a diverse community of adults in the following:
  - General Education Development (GED) – offers individuals 16 years of age and older the opportunity to earn a high school diploma by providing the Test of Adult Basic Education (TABE) pre-testing and using these results to establish an individualized curriculum and free classes leading to the successful completion of a GED.
  - Literacy – program designed to help people who cannot read or write.
  - Citizenship – instruction is provided in the knowledge and skills necessary to pass the U.S. Citizenship Test.
  - English as a Second Language (ESL) – a program that provides basic skills for improving spoken and written English.
  - Career Guidance – provides guidance in career exploration based on interest inventories.
- Pre-Collegiate Studies – provides course work in reading, writing, basic grammar, and math, with the goal of preparing students with the necessary skills and aptitudes necessary for college success.
- Small Business Development Center (SBDC) – The SBDC responds to the diverse needs of the community by offering a wide-range and eclectic assortment of quality education and services from business-related topics to health and safety. The SBDC hosted programs including counseling and business advice geared to the needs and funding options for military veterans wanting to start a small business. The SBDC also created a diabetes education program (Diabetes and Wellness Network (DAWN)) and an in-

home nursing program providing visits to new teenage mothers with the goal of addressing the high rate of diabetes and teenage pregnancy/maternal and child health in Quay County (*1.C.1*).

- Community Events - The College hosts numerous and frequent events and activities identified in *3.E.1* that foster personal growth, leadership, and opportunity to a culturally diverse community. Examples include student organizations, intercollegiate sports, intramural sports, community and cultural activities, entertainment, and art exhibitions.

STUDENT SUPPORT SERVICES

Consistent with its mission statement and goals, the College provides support for academic programs through a number of student support services offered at number of different locations and include:

- Educational Services Center (ESC) – The 1,100 square foot ESC provides services including success workshops, individual instruction, study skills, peer tutoring, mentoring, self-paced programs, testing services, special needs testing, make-up exams, and academic-related intervention support.
- Library - The 2,800 square foot College Library is located in Building A. The Library provides a vital collection of materials to meet the needs of students, faculty, staff, and community-users, by offering library services that contribute to the mission and goals of the College. The College Library maintains significant resources (*New Mexico Consortium of Academic Libraries 2010 Academic Library Statistics*):
  - Book collection (approximately 20,000 volumes)
  - Electronic databases (70+)
  - Approximately 800 audiovisual selections
  - Interlibrary loan
- Math-Science Learning Center (MSLC) - The Math and Science Learning Center is located in Room A110. The MSLC is a community resource dedicated to enhancing the learning of math and science through curriculum development and best-practices training for college faculty, as well as in-service to K-12 teachers. The MSLC also provides student tutoring and tutor training. The MSLC is a unique destination in the region for those interested in learning and teaching science and math. The MSLC seeks to support learning at all age levels and abilities.
- Computer Laboratories - Mesalands Community College maintains networked computer locations for students, faculty, staff, and community users. These laboratories are located in the Computer Laboratory (A114), the Open Computer Laboratory (A108), the Life Science Laboratory (A111), the Wind Energy Technology classroom (E704), the Library (A103), and the Educational Services Center (A125). There are approximately 118 computers available for student use.
- Small Business Development Center (SBDC) – The SBDC began operations at the College in 1986 and is housed on the main campus. It provides quality

direct assistance, entrepreneurial education, and resource links for potential and existing small businesses to strengthen the economy of New Mexico.

The College supports several active student clubs and organizations that promote leadership opportunities for our students, such as the Phi Theta Kappa (PTK) International Honor Society, an Intercollegiate Rodeo Program, and Student Government Association.

Mesalands Community College Health and Wellness Facility offers services to foster personal growth and well-being for students and community members through use of the Fitness Center. The 2,522 square foot Fitness Center houses a large selection of aerobic training equipment, numerous resistant training machines, a treadwall climbing wall, and an exercise area with wood flooring. Group exercise courses are held in the 709 square foot specialized exercise room with state-of-the-art rubberized Mondo flooring. A weight room including barbell and dumbbell free weight equipment is also available. A facility of this caliber is rarely found in a small community setting.

The College's physical campus is compliant with the guidelines established by the Americans with Disabilities Act of 1990. The College offers accommodations to qualified students so they may benefit from equal educational opportunities.

ENROLLMENT PROFILE

Mesalands Community College is located in Quay County, New Mexico. Quay County is the 11th smallest county (out of 33 counties total) in terms of land mass (2,882 square miles) and the 8th smallest in terms of population (8,769). Quay County accounts for approximately 0.42% of the state's population. The city of Tucumcari (the primary service area of Mesalands Community College) has a population of 5,204. The ethnic diversity of both Quay County and Tucumcari are shown in Table 1.1.

Table 1.1: Quay County and Tucumcari Population by Ethnicity

Population by Ethnicity	United States*	New Mexico*	Quay County*	Tucumcari**
Total Population	313,914,040	2,085,538	8,769	5,204
African American	13.1%	2.4%	1.6%	1.7%
American Indian and Alaska Native	1.2%	10.2%	2.1%	1.2%
Asian	5.1%	1.6%	1.1%	1.2%
Native Hawaiian and Other Pacific Islander	0.2%	0.2%	0.1%	0.1%
Two or More Races	2.4%	2.4%	2.0%	4.2%
Hispanic or Latino	16.9%	47.0%	43.3%	57.4%
White alone	63.0%	39.8%	52.4%	37.9%

US Census Bureau Data
*2012 estimate
**2010

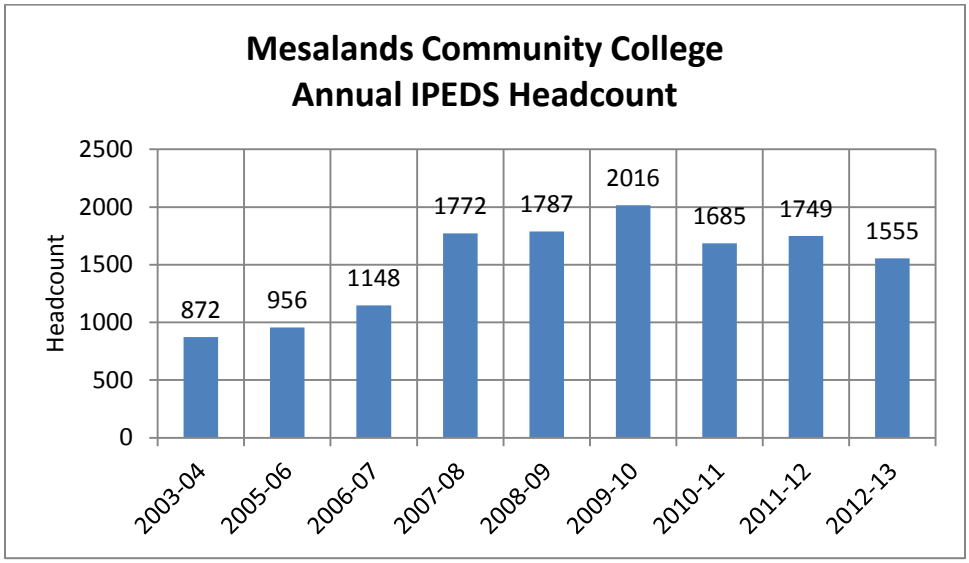
The extended service area of the College encompasses some 11,860 square miles, eight school districts, four counties (Quay, Guadalupe, Harding, and Union) and nearby communities, and a total population of approximately 23,000 residents.

In order to increase enrollment, despite the small population area served, the College has expanded its educational offerings to include a number of off-campus dual enrollment and correctional facility sites. This required the expansion and updating of the College's technological infrastructure to expand the delivery of distance learning courses. As a result of expanded offerings on all fronts, the College has experienced a significant growth in its total enrollment from 872 students in 2003-2004 to 1555 students in 2012-2013.

College Enrollment

Student enrollment at Mesalands Community College has increased since the previous accreditation visit in 2004 as evidenced in Figure 1.1.

Figure 1.1 Enrollment from 2004 to 2012



Although the College has experienced overall enrollment increases (with minor fluctuations) over the last 9 years, the relative ethnic minority make-up of the student body has remained comparatively unchanged over that time period (see Tables 1.2 and 1.3). In absolute terms, the ethnic minority make-up of the student body has increased 94% from 2003 to 2012.

Table 1.2 2003 - 2004 Enrollment by Gender and Ethnicity – IPED

Ethnicity	Female	% Female	Male	% Male	Total	% Total
African American	3	0.7%	14	3.0%	17	1.9%
American Indian and Alaska Native	5	1.2%	15	3.3%	20	2.3%
Asian	7	1.7%	4	0.9%	11	1.2%
Native Hawaiian and Other Pacific Islander	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%
Hispanic or Latino	143	34.7%	148	32.2%	291	33.3%
White alone	238	57.8%	248	53.9%	486	55.7%
Unknown	16	3.9%	31	6.7%	47	5.4%
Nonresident Alien	0	0%	0	0%	0	0%
Totals	412	100%	460	100%	872	100%

Table 1.3 2011 - 2012 Enrollment by Gender and Ethnicity – IPED

Ethnicity	Female	% Female	Male	% Male	Total	% Total
African American	8	1.0%	31	3.2%	39	2.2%
American Indian and Alaska Native	10	1.3%	35	3.7%	45	2.6%
Asian	6	0.8%	5	0.5%	11	0.6%
Native Hawaiian and Other Pacific Islander	3	0.4%	1	0.1%	4	0.2%
Two or More Races	4	0.5%	8	0.8%	12	0.7%
Hispanic or Latino	222	27.9%	325	34.1%	547	31.9%
White alone	406	51.1%	428	44.9%	834	47.7%
Unknown	136	17.1%	118	12.4%	254	14.5%
Nonresident Alien	0	0%	3	0.3%	3	0.2%
Totals	795	100%	954	100%	1,749	100%

Mesalands Community College is designated by the Department of Education as a Hispanic-serving institution (HSI). Since the last accreditation visit in 2004, the number of Hispanic students attending the College has increased from 291 to 547 in 2012 (88%).

Based on 2011-2012 data, 45.5% of students attending Mesalands Community College are female. The average age of a College student is 33 years.

Open Admissions Statement

Mesalands Community College has an open admissions policy. In accordance with the College's mission, Mesalands seeks to provide instruction and services to qualified individuals. The determination of services provided is based upon the individual's ability to benefit. The ability to benefit is based on completion of high school, General Education Development or Success Assessment/Placement Test results.

Faculty and Staff Diversity

Table 1.4 identifies the percentages of female and ethnic minority employees by occupation.

Table 1.4 2012 Employee by Gender and Ethnicity

Employee Type	Number	% Female	% Ethnic Minority
Secretarial/Clerical	10	90%	10%
Maintenance/Custodial	5	40%	40%
Professional	24	54%	23%
Full-time Faculty	14	31%	15%
Adjunct Faculty	57	70%	7%
Totals	110	62%	14%

Fifty-four percent of Mesalands Community College full-time employees are female, compared to 58% of community colleges nationally. Twenty-one percent of College full-time employees are ethnic minority compared to 24% of community colleges nationally (American Association of Community Colleges web site, www.aacc.nche.edu).

1.A.3. Mesalands Community College's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Mesalands Community College's planning and budgeting process is ultimately driven by its mission and goals, through a participatory process outlined in both the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness,* and the *Strategic Plan 2009-2013 Phase I Environmental Scan*. These documents describe the process of aligning the College's mission and goals with fourteen core indicators of effectiveness, as identified by the American Association of Community Colleges (AACC)[1]. The utilization of these core indicators as the

[1]From the publication "Core Indicators of Effectiveness for Community Colleges" (2000). Produced by the American Association of Community Colleges, Community College Press. The fourteen core indicators of effectiveness are:

- Student goal attainment
- Persistence (fall-to-fall)
- Degree completion rates
- Placement rate in the work force
- Employer assessments of students
- Licensure/certification pass rates
- Number and rate who transfer
- Performance after transfer
- Success in subsequent, related coursework
- Demonstration of critical literacy skills
- Demonstration of citizenship skills
- Client assessment of programs and services
- Responsiveness to community needs
- Participation rate in service area

means to measure institutional effectiveness drives the College's strategic planning process. The institutional goals are aligned with one or more of the AACC Core Indicators of Effectiveness. The College then identifies, develops and aligns its strategic priorities, strategic goals, and tactical objectives with the institutional goals. These strategic priorities, strategic goals, and tactical objectives define the planning and budgeting process, and, ultimately, the College's planning and budgeting priorities. The Mission Implementation Model outlines how the College's mission ultimately drives the planning and budgeting process and priorities.

Assessing whether or not the College has successfully addressed the fourteen core indicators of effectiveness and institutional goals reflects whether or not the institution is affirming its mission. Working definitions and the measurement tools used to assess these indicators are expounded upon in the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness*.

Strategic Planning Process

Mesalands Community College is presently in its fifth Strategic Plan which encompasses 2009-2013. Strategic factors may change rapidly, so the strategic planning process is designed to assure that the College maintains currency of the plan to present what the College community considers the most likely scenario it can expect to face over the course of four years. While there is no guarantee that the future strategic impact on the College can be ascertained during the years of the plan, the basic conclusions derived from the environmental scan should help the College be ready to adjust to any changes that will impact the decision-making process.

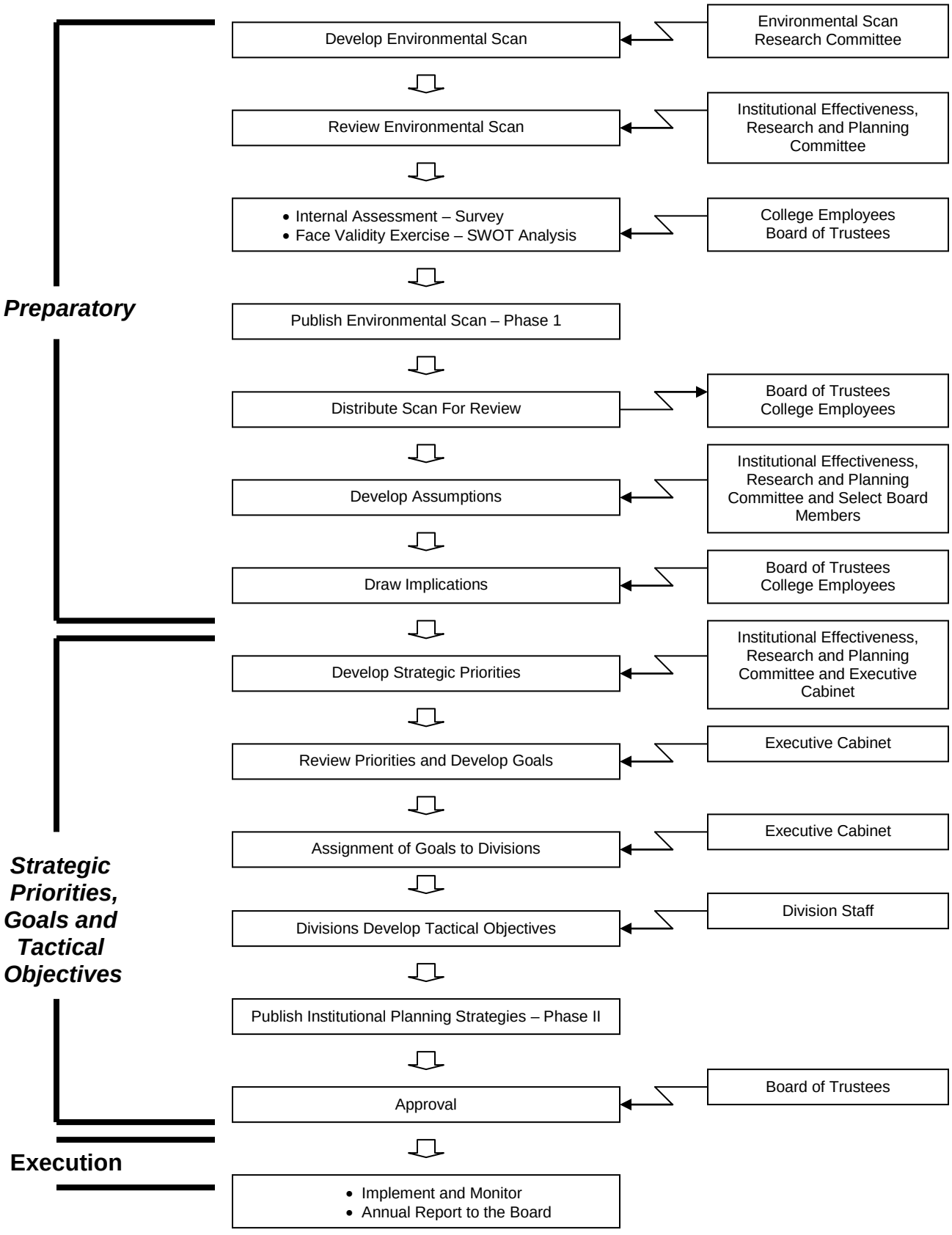
Through the systematic approach of the strategic planning process, decision making is based on valid research data. This enables the College to take into account global, national, State of New Mexico, regional, and local factors, as well as the availability of financial, human, and physical resources to better serve students, and more closely match the collective vision of the College community. Throughout the entire process, activities are structured to provide employees, students, and the governing board (which represents the public), with opportunities for input. Face Validity exercises are used to identify strengths/challenges and strategic options, which best help implement the College mission.

As previously stated, the strategic planning process at Mesalands Community College is an interactive and participatory process. The process involves the governing board, administration, faculty, and staff. Because of the size of the College, the process is conducted through the Office of the President, in conjunction with the Institutional Effectiveness, Research and Planning Committee (IERPC).

Strategic planning is critically important to Mesalands Community College because of its limited-population service area, its sparsely populated rural agrarian environment, and its limited two-year curriculum. The single most important tool for decision making, in this time of competition for limited state resources and demands for greater accountability, is responsive strategic planning. Such planning demands multiple assessment instruments and multiple inputs.

The process of strategic planning at Mesalands Community College is implemented in two phases: Phase I is preparatory and includes development of the environmental scan, which includes both external and internal data collection and assessment. This assessment leads to the formulation of environmental assumptions and institutional implications. Phase II involves the development and alignment of strategic priorities, strategic goals, tactical objectives, and execution of the plan. Preparation, development, and alignment of strategic priorities, strategic goals, and tactical objectives, and execution of the strategic planning process are described in the document entitled *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Strategic Goals and Tactical Objectives 2011-2012*, pages 3-4. The College's strategic planning process model is outlined in Figure 1.2 on the following page.

Figure 1.2: Mesalands Community College Strategic Planning Process Model



Strategic Planning Process and the Assessment of Institutional Effectiveness

Mesalands Community College has developed an approach to assess institutional effectiveness embedded in the strategic planning process. Strategic planning priorities, strategic goals and tactical objectives are linked to the institutional goals, which, in turn, are connected to the AACC's identified Core Indicators of Effectiveness. The College also identifies the measurement tools utilized to assess whether or not the institutional goals have been met. This helps identify whether or not the College is fulfilling its mission statement.

As stated previously, the mission of the College is:

> *Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

In order to accomplish its mission, the College has established the following goals (**bold** added):

- An environment where **learning** is appreciated, encouraged, and assessed.
- Academic and technical programs for qualified individuals to enhance their lifelong **educational opportunities** with an emphasis in a general core base of knowledge.
- Accessible, multi-faceted **services** to qualified participants.
- Opportunities to develop **leadership** skills and achieve personal growth by valuing academic and social responsibility.
- Quality **community** service programs responding to the needs of the region.

The **"Learning"** goal expresses the College's commitment to student learning and the affirmation of learning through systematic assessment at the institution, program, and course-levels.

The **"Educational Opportunities"** goal encompasses the College's delivery of instruction in the areas of arts and sciences, applied science and technology, and community education. These areas are viewed as the primary business of the institution and provide the necessary components for success opportunities and lifelong learning.

The **"Services"** goal allows the College to provide the necessary support for students as they progress through their educational programs.

The **"Leadership"** goal emphasizes the development of appropriate citizenship skills in order for students to effectively take on the task of social responsibility.

The College's commitment to fostering **"Community"** relationships in regards to its educational offerings and services is a major focus of the programming and services.

Each of the College's goals is assessed by measures linked to the AACC's Core Indicators of Effectiveness. These measures are linked to one or more of the College's strategic priorities identified through the comprehensive strategic planning process. The College's fifth Strategic Plan is a four-year plan (2009-2013), and includes five strategic priorities with accompanying strategic goals. These priorities and goals are a direct outcome of the strategic planning process outlined in the Mesalands Community College Strategic Planning Process Model. The five strategic priorities established for the fifth Strategic Plan are as follows:

1.0 Capture cultural, employment, and community diversity opportunities
2.0 Implement Library transition to a digital format*
3.0 Continue development of the North American Wind Research and Training Center (NAWRTC)
4.0 Assess, review, and expand academic options
5.0 Accommodate growth and enhance services for students

Tactical objectives are developed to implement each of these strategic priorities and associated goals.

* Strategic factors may change rapidly, so the strategic planning process is designed to allow the College to adjust to any changes that will impact the decision-making process. To that end, Mesalands Community College adjusted strategic priority 2.0 to "(e)nhance access to College resources by increasing technological capabilities." This broader priority allowed the College to further advance the overall technological capabilities of the institution while continuing to address the goal of transitioning the Library to a digital format.

The linkages between the College's mission and goals to the AACC's Core Indicators of Effectiveness, and to the strategic priorities, strategic goals, and tactical objectives created during the strategic planning process are illustrated in Figure 1.3:

Figure 1.3: Mission Implementation Model

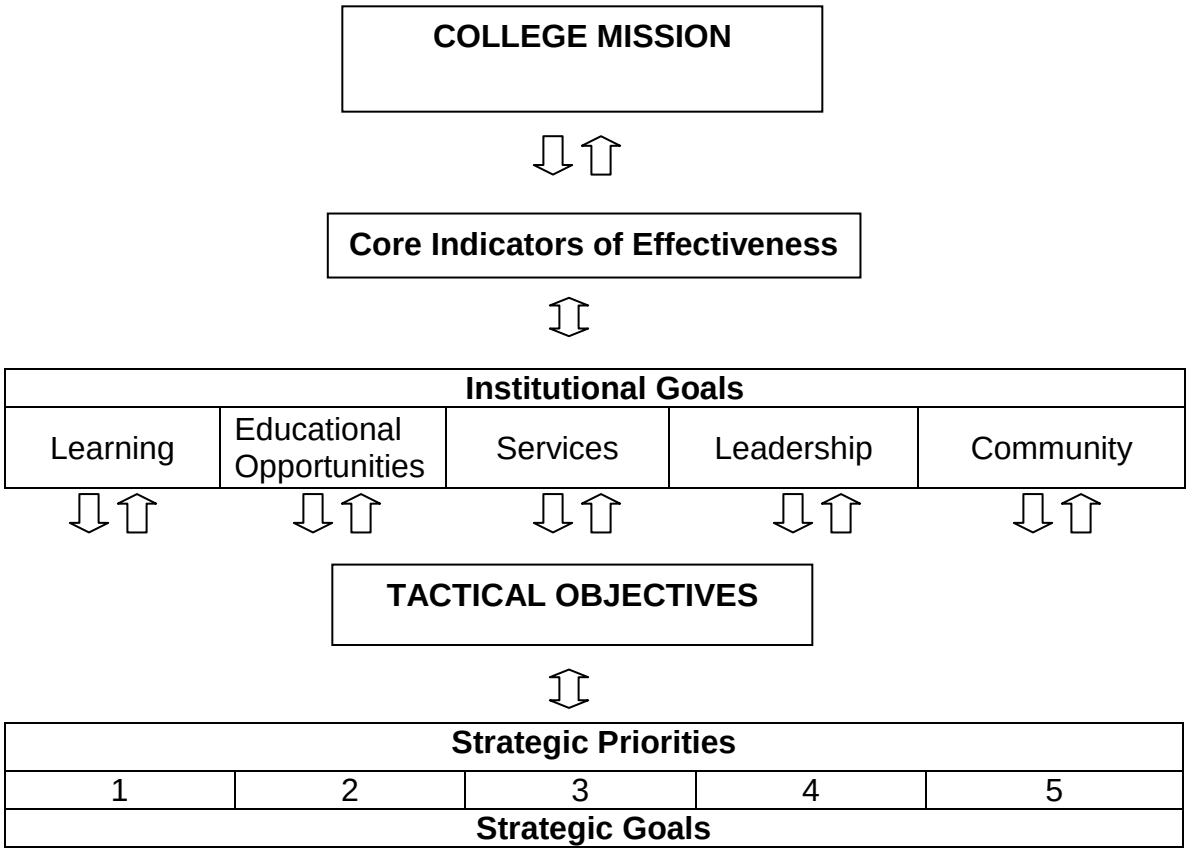


Figure 1.4 presents a summary of the strategic planning process and the associated details of the linkages between the institutional mission, goals, strategic priorities, AACC's Core Indicators of Effectiveness, and data sources. Strategic priorities are identified by numbers within the matrix.

Figure 1.4 Institutional Effectiveness Plan Matrix

-MISSION- *"Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community."*				
-COLLEGE GOALS-	***-DATA SOURCES-***			
LEARNING	**Strategic Planning Linkages – Priorities 2, 3, 4 and 5**			
An environment where LEARNING is appreciated, encouraged, and assessed. **-CORE INDICATORS-** *STUDENT GOAL ATTAINMENT *PLACEMENT RATE IN WORKFORCE *DEMONSTRATION OF CRITICAL LITERACY SKILLS	Educational Goals	ACT Alumni Survey	NMDOL/NMHED Graduate Placement Data	Collegiate Assessment of Academic Proficiency
	Classroom Assessment Techniques			
EDUCATIONAL OPPORTUNITIES	**Strategic Planning Linkages – Priorities 1, 3, 4, and 5**			
Academic and technical programs for qualified individuals to enhance their lifelong EDUCATIONAL OPPORTUNITIES with an emphasis in a general core base of knowledge. **-CORE INDICATORS-** *STUDENT GOAL ATTAINMENT *PLACEMENT RATE IN THE WORKFORCE *EMPLOYER ASSESSMENT OF STUDENTS *NUMBER AND RATE WHO TRANSFER *DEMONSTRATION OF CRITICAL LITERACY SKILLS	Educational Goals	ACT Alumni Survey	NMDOL/NMHED Graduate Placement Data	Collegiate Assessment of Academic Proficiency
	ACT Student Opinion Survey	ACT Withdrawing/Non-Returning Student Survey	Licensure/ Certification	Classroom Assessment Techniques
	Internship Performance Evaluation	Preceptors/ Practicum	Graduation Rate Survey	
SERVICES	**Strategic Planning Linkages – Priorities 1, 2, and 5**			
Accessible, multi-faceted SERVICES to qualified participants. **-CORE INDICATORS-** *PERSISTENCE FALL TO FALL *DEGREE COMPLETION RATES *SUCCESS IN SUBSEQUENT, RELATED COURSEWORK *CLIENT ASSESSMENT OF PROGRAMS AND SERVICES	Enrollment Management Data	ACT Alumni Survey	ACT Entering Student Survey	ACT Student Opinion Survey
	Advisory Committees			
LEADERSHIP	**Strategic Planning Linkages – Priorities 1 and 5**			
Opportunities to develop LEADERSHIP skills and achieve personal growth by valuing academic and social responsibility. **-CORE INDICATORS-** *DEMONSTRATION OF CITIZENSHIP SKILLS	Survey of Student Organizations		Recognition of Academic Achievement	
COMMUNITY	**Strategic Planning Linkages – Priority 1**			
Quality COMMUNITY service programs responding to the diverse needs of the region. **-CORE INDICATORS-** *RESPONSIVENESS TO COMMUNITY NEEDS *PARTICIPATION RATE IN SERVICE AREA	ACT Entering Student Survey	Enrollment Management Data	Community Interest Survey	Financial Aid Awards
	ABE Report	ESL Participation	GED Diploma Participation	Advisory Committees
	High School Interest Survey	Institutional Assessment Survey	College Sponsored Community Events	

STRATEGIC PRIORITIES 2009-2013

1. Capture cultural, employment, and community diversity opportunities
2. Implement Library transition to a digital format
3. Continue development of the North American Wind Research and Training Center (NAWRTC)
4. Assess, review, and expand academic options
5. Accommodate growth and enhance services for students

The College is presently completing its fifth strategic plan (2009-2013). The four previous strategic plans had 23 combined strategic priorities and 173 combined strategic goals with a total of 1,376 tactical objectives. The first plan had a completion rate of 98% with 190 tactical objectives completed out of 192. The second plan had a completion rate of 97% with 190 tactical objectives completed out of 196. The third plan had 600 tactical objectives. Of these, 513 were completed for a completion rate of 85.5%. The fourth plan had 388 tactical objectives, with 369 fulfilled for a completion rate of 95.1%. This level of follow-through, accountability, and completion has led the College to 12 successful years noted by institutional accreditation, increasing enrollments and decreasing costs, as well as expansion and improvement of its curriculum, services, and facilities.

1.B. The mission is articulated publicly.

The mission and goals of the College are prominently and publicly articulated. The mission and goals appear on the College's website, in major operation manuals, handbooks, and policy and procedure manuals.

1.B.1. Mesalands Community College clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Mesalands Community College clearly articulates its mission and goals through public documents. The mission and goals appear on the College's website. The mission and goals are displayed on key College documents including, but not limited to, the following:

- College Catalog
- Board Policies
- Personnel Handbook
- Faculty Handbook
- Administrative Handbook
- Student Handbook

The mission and goals are also displayed in classrooms and offices around campus.

1.B.2. The mission document or documents are current and explain the extent of Mesalands Community College's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Mesalands Community College mission documents are current and highlight the College's focus on student learning through quality education and services. The

mission documents also reflect the College's goal of assessing student achievement in its degree and certificate programs. The mission documents further explain the College's dedication to promoting student learning while fostering personal growth and leadership to a culturally diverse community.

The quality of a Mesalands Community College education and services is reflected in numerous mission documents including the *2013-2014 Catalog*, available both on the website and in hardcopy and updated on an annual basis. Along with each semester's *Schedule of Classes*, these two mission documents reflect the wide range of educational opportunities offered at the College with emphasis in a general core base of knowledge. The *Student Handbook 2012-2013* highlights the College's focus on the quality services available to students to facilitate academic success while fostering leadership opportunities and personal growth through membership in various student organizations and co-curricular activities

Course syllabi are current and act as a contract between the faculty member and the student. The course syllabi document what learning will be occurring in the classroom and how that learning will be assessed.

The *Student Learning Assessment Model 2013-2014* details the College's environment of assessment. Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, Mesalands Community College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process. How assessment is embedded and measured at the institutional, program, and course-levels is specifically outlined in the *Student Learning Assessment Guide for Faculty 2013-2014* while the results and use of assessment to improve future learning is documented in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013*.

The *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* details the College's focus on promoting student learning through quality services. This document demonstrates the College's commitment to identifying and implementing various services and activities to expand student learning and success by focusing on improving recruitment, retention, persistence, and completion.

The College's various handbook documents provide guidance for the day-to-day operations that support the mission statement. These documents, which include, but are not limited to, *Administrative Services Handbook 2012-2013*, *Personnel Handbook 2013-2014*, *Faculty Handbook 2010-2011*, *Student Handbook 2012-2013*, etc., are required to be updated annually to reflect the most current policy and procedures specific to accomplishing the College's mission and goals.

As stated in *1.A.3*, Mesalands Community College's strategic planning and budgeting process documents demonstrate significant linkage to its mission and goals through a participatory process outlined in various documents including the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness,* the *Strategic Plan 2009-2013 Phase I Environmental Scan,* and related strategic goals and tactical objectives reports, and progress reports. These documents describe how the College aligns its mission and goals with the strategic planning process by matching its priorities and performance with its purpose as affirmed in the mission statement.

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the College provides.

Mesalands Community College is an independent, comprehensive, two-year community college that offers many traditional and unique, non-traditional programs leading to Associate of Arts degrees, Associate of Applied Science degrees, Applied Science Certificates, and Occupational Certificates. The goals of these degrees and certificates are to prepare students for transfer to a four-year, degree-granting institution, or to gainful employment, and/or to allow students to upgrade their skills and knowledge for career advancement. Developing an interest and love for lifelong learning is a goal embedded within these stated educational goals.

The nature and scope of the College's programs and services are clearly defined in various mission documents identified in *1.B.1* and *1.B.2*. The nature and scope of the College's programs and services are also reflected in authorizations from the New Mexico Higher Education Department and the Higher Learning Commission. Various articulation agreements/memorandum of understanding with other post-secondary institutions including Amarillo College, Clovis Community College, Eastern New Mexico University, Franklin University, Luna Community College, New Mexico Highlands University, New Mexico State University, University of New Mexico, University of Phoenix, and West Texas A&M University reflect the nature, scope, and intended constituents of the College's academic programs.

Mission documents also identify a range of student populations served by Mesalands Community College including dual enrollment students, corrections students, and distance education students (Table 1.5).

Table 1.5: Fall 2012 Student Populations Served

Student Population	Total Head Count	% Total Head Count	Total Credits	% Total Credits
Dual Enrollment	239	26.15%	1,285	14.5%
Corrections	201	21.99%	2,734	30.84%
Distance Education	306	33.48%	1,346	15.18%
Moodle	137	14.99%	881	9.94%
Webcast	42	4.60%	138	1.56%
Podcast	51	5.58%	74	0.83%
Math Internet	44	4.81%	157	1.77%
Distance + Dual	32	3.50%	96	1.08%
Main	168	18.38%	3,500	39.48%
Total	**914**	**100%**	**8,865**	**100%**

1.C. Mesalands Community College understands the relationship between its mission and the diversity of society.

The Mesalands Community College mission statement clearly identifies the importance of providing quality education and services to "a culturally diverse community". The College further recognizes that in order to realize this portion of the mission, one of its goals must include "responding to the diverse needs of the region."

1.C.1. Mesalands Community College addresses its role in a multicultural society.

Mesalands Community College recognizes the need to address a college community made up of unique individuals from different cultures and socio-economic backgrounds. This commitment to addressing its role in a multicultural society is demonstrated at the highest leadership level at the College. Mr. Jimmy Sandoval, Board of Trustee Vice-Chair, serves as the Western Region Associate Member of the Diversity Committee for the Association of Community College Trustees (ACCT). Mr. Sandoval is also a member of the Association of Latino Community College Trustees for ACCT. The leadership of the College continues to explore opportunities to expand and promote education throughout the State of New Mexico to better serve underrepresented students.

Mesalands Community College meets the definition of a Hispanic Serving Institution (HSI (Hispanic full-time equivalent (FTE) of at least 25 percent)). In 2010, the College served a total of 756 Hispanic students, which was 37.5% of the total student population. Tucumcari's Hispanic population is 57.4% of the city's total population.

Mesalands Community College has enrolled students from 43 of the 50 states, including Alaska and Hawaii. International students from seven foreign countries have pursued degrees and/or certificates at the College at one time or another. Many of these students are drawn to the College for the unique academic and applied science programs, as well as the Intercollegiate Rodeo Program. During the 2012-2013 academic year, the Mesalands Rodeo Team had student-athletes from Mexico, Belize, Canada, and Australia, for a total of ten international students. The Wind Energy Technology program has also drawn students from numerous states and foreign countries, including Canada and Israel.

The Annual Iron Pour has attracted students from Colorado, Arizona, Texas, Michigan, Ohio, Alaska, Arkansas, Nevada, California, and North Carolina. Over the course of the past five years, the average number of out-of-state attendees is 28. The five year average class size for the Iron Pour is 42.

The College provides numerous Adult Basic Education (ABE) services for non-traditional students including the General Education Development (GED). The GED program has been successful as a gateway for non-traditional students into Mesalands Community College or other post-secondary institution college-level courses.

Table 1.6: General Education Development (GED) Graduates Transition to College Courses

Year	GED Graduates	Number Enrolling in Regular College Courses	% Enrolling in Regular College Courses
2009-2010	35	22	63%
2010-2011	35	28	80%
2011-2012	30	21	70%

The College also meets the needs of a diverse community by offering course-work in both degree and certificate programs at several correctional facilities around the State of New Mexico. Incarcerated students are given the opportunity to pursue a college education by participating in live classes, Internet, and video college courses. During the fall 2012, 221 correction students enrolled in 2,746 total credits hours in various certificates and degrees programs.

The College understands the relationship between its mission and the multicultural society it serves by addressing the needs of its diverse community members through these additional ways:

- Community members seeking opportunities for lifelong learning can participate in a variety of non-credit, Community Education courses and programs, such as the annual Summer Adventure Camp for children and the

Strong Seniors Stay Young exercise program. See **Community Education** under *3.E.1*.

- High School students participating in the Dual Credit program can earn both college credit toward a degree or certificate and credit toward high school graduation.
- The College provides quality education to rural students unable to attend classes on campus through its distance education courses. Non-traditional students, such as those who are working full-time or in single-parent households, can also benefit from taking courses on-line.
- The Small Business Development Center (SBDC) offers and designs workforce related courses and training to help businesses succeed by improving performance and productivity. The SBDC also provides financial and tax consulting services

1.C.2. Mesalands Community College's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The College's processes and activities are in compliance with all state and federal laws. Mesalands Community College is committed to the policy of equal opportunity in employment and education regardless of race, color, religion, national origin, sex, age, physical or mental disability, serious medical condition or veteran status. In compliance with Titles II, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974 and the New Mexico Human Rights Act, Mesalands Community College does not discriminate against any applicant, employee or student. This policy covers admission, access, and services in College programs and activities, as well as the application and treatment in College employment. This policy also applies to all aspects of employment, including, but not limited to, hiring decisions, promotions, training, pay, benefits, layoffs, discipline and terminations. In addition, it continues to be the policy of Mesalands Community College to maintain a working environment free of discrimination and harassment. The College further makes reasonable accommodations to allow qualified applicants and employees with disabilities equal opportunity for employment. The College offers accommodations to qualified students so they may benefit from equal educational opportunities (**Equal Opportunity Non-Discrimination/Non-Retaliation Statement**, *Personnel Handbook 2013-2014*).

Strategic Plan

Mesalands Community College's strategic planning process reflects and demonstrates respect for the diversity of the constituencies it serves. As stated in *1.A.3*, Mesalands Community College's strategic planning process is linked to its mission and goals through a participatory process outlined in various documents including the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness,* the *Strategic Plan 2009-2013 Phase I Environmental Scan,* and related strategic goals and tactical objectives, and progress reports. These documents describe how the College aligns its mission and goals with the strategic planning process by matching its strategic priorities and strategic goals with its purpose as affirmed in the mission statement. The College is presently implementing its fifth Strategic Plan (2009-2013). This current plan has identified numerous strategic priorities and goals reflecting the importance of human diversity as it relates to the population the College serves.

Strategic Priority 1.0: **Capture cultural, employment, and community diversity opportunities**

Strategic Goal 1.1: **Expand opportunities for people in job and life transitions**

The State of New Mexico has identified two major health and socioeconomic issues negatively impacting Quay County: high levels of diabetes, and a high incidence of teenage pregnancy.

Mesalands Community College recognizes that these issues not only negatively impact the community it serves, but can also affect its student population. As a result of the strategic planning process, the College's Small Business Development Center (SBDC) assisted in the development of the Diabetes and Wellness Network (DAWN). This community-based program provides nutrition and diabetes education through medical referrals. The SBDC also collaborated with the New Mexico Children Youth and Families Division to provide in-home nursing visits for young mothers. The goal of this program is to help young mothers learn appropriate parenting skills while providing resources to help them as a single-parent, keep them in school, and improve access to college admission.

The diversity of the constituents served by the College is also addressed by improving the economic stability of the area. The SBDC offers training options designed to make small business, agricultural entities, government and non-profit organizations more successful. These trainings and activities include Forklift Training, Co-operatives Workshop, eBay Cyber Auction Training, Government Contracting Workshop, Customer Service Training, and a Shop Local Campaign.

In today's economy, access to retraining of workplace skills is critical. Workers must explore job opportunities in non-traditional industries. As a result of the State Energy Sector Partnership (SESP) program, as authorized by the American Recovery and Reinvestment Act grant awarded through the U.S. Department of Labor, Mesalands Community College created an Occupational Certificate in Wind Energy Technology. The goal of this certificate is to build, expand, and sustain a competitive workforce for developing green industries within the State. The State Energy Sector Partnership Grant of $523,751 was awarded to the College to cover tuition, fees and supplies for qualified individuals in Wind Energy Technology, including displaced workers, veterans and/or individuals who qualify as low income.

Strategic Goal 1.2: Investigate opportunities to work with active duty military and veterans

The SBDC offers meeting space for the New Mexico Division of Vocational Rehabilitation in order to better address the needs of active duty military personnel and veterans experiencing physical disabilities related to their service and/or in need of special equipment to assist in operating a business. The SBDC also works with the New Mexico Seed Loans Program to provide startup funding. Similar services are directed to veterans through collaboration with the New Mexico Veterans Business Outreach Center (VBOC). The VBOC trainings are hosted by the SBDC throughout the College's service area and provide counseling and business advice geared to the needs and funding options of veterans.

Strategic Goal 1.4: Reassess educational opportunities and services for diverse population.

As identified in the *Adult Basic Education/General Education Development/ English as a Second Language 2011-2012 Report,* assessment of the General Education Development (GED) program indicated the need for greater program structure in order to improve transition of students from the ABE programs into college courses. As a result, a structured environment was developed that included daily classes with an emphasis on student accountability. Focus changed from attaining a GED certificate to preparation for college placement. The student response to this new direction was to engage themselves in the college culture by participating in the general student body activities. Students also demonstrated leadership in creating their own study groups. This environment helped create a seamless transition to college. As a result, 21 of 30 (70%) students enrolled in the Adult Basic Education/General Education Development (ABE/GED) Program transitioned into college courses and 18 students became members of the National Adult Education Honor Society.

Diversity of Activities

In addition to those services and activities listed in *1.A.2*, Mesalands Community College supports and sponsors numerous other activities that reflect commitment to the diversity of the community it serves. These activities, which are consistent with the College mission and services, are described in *3.E.1* and include student organizations, an intercollegiate rodeo team, intramural sports, community and cultural activities, entertainment, art exhibitions, and community education.

Diversity of Educational Activities

The unique academic programs offered at the College (Farrier Science, Fine Arts Bronze, Artistic Silversmithing, Natural Science (Geology and Paleontology), Professional Technical Writing, and Wind Energy Technology) reflect attention to the diverse educational needs of the student population.

The U.S. Department of Education recognizes Mesalands Community College as a Hispanic Serving Institution (HSI). Through the Hispanic Serving Institution Science, Technology, Engineering, and Mathematics (HSI-STEM) grant, the College has significantly updated the Natural Science and Physical Science Laboratories and established the Math-Science Learning Center (MSLC) with the goal of improving the academic achievement of this diverse student population, while also increasing the number of Hispanic and underrepresented students graduating in a STEM-related field.

1.D. Mesalands Community College's mission demonstrates commitment to the public good.

Mesalands Community College's mission clearly acknowledges its commitment to providing quality programs to "a culturally diverse community". The College's strategic planning process further demonstrates its obligation to this public good. Phase I of the strategic planning process involves completion and analysis of an environmental scan through which the College identifies how the role of global, national, State of New Mexico, and regional (service area) issues affect the College and the population it serves (*Strategic Plan 2009-2013 Phase I Environmental Scan*). This drives how the College views itself as a member of those communities. This, in turn, establishes how the College will fulfill its mission and accomplish its stated goals. The demonstration of commitment to the public good through planning and budgeting processes is overseen by the following bodies:

- U.S. Department of Education
- Higher Learning Commission
- New Mexico Legislative Finance Committee
- New Mexico Higher Education Department
- New Mexico Independent Community Colleges

1.D.1. Actions and decisions reflect an understanding that in its educational role the College serves the public, not solely the institution, and thus entails a public obligation.

The College understands and embraces its role in the community and meets its public obligations by offering a wide variety of programs to serve the diverse needs of its service area and beyond.

- As a comprehensive community college, Mesalands Community College provides quality learning opportunities to meet the expectations of its service area through a wide-assortment of educational offerings including Associate of Arts and Associate of Applied Science degrees, Applied Science and Occupational Certificate programs, academic transfer courses, and applied science programs.
- The Adult Basic Education (ABE) program offers pre-collegiate services to assist individuals in acquiring the generative skills necessary to be productive members of the community and/or prepare students for success in their regular college courses.
- The Small Business Development Center (SBDC) provides a resource for the business community to receive assistance in business planning, marketing and financing, women and minority-owned businesses, veterans' information programs, and young entrepreneurs programs. A resource room equipped with computers and access to the Internet and business software are also available at the SBDC.
- College faculty and staff are active members in local community organizations including the Eastern New Mexico Arts and Cultural Center Board, Dr. Dan C. Trigg Memorial Hospital Board, Tucumcari Main Street, Altrusa International of Tucumcari, Tucumcari/Quay County Chamber of Commerce, Tucumcari Kiwanis Club, the Quay County Maternal, Child and Community Health (MCCH) Council, the Governor's Council for Physical Fitness and Health for the State of New Mexico, the New Mexico State Advisory Board for the National Strength and Conditioning Association, and the Tucumcari Rotary Club. The College encourages participation in these local community organizations by providing paid leave to participate in related activities, reimbursing membership dues and associated costs of membership.
- The College encourages non-profit, civic, cultural and educational community organizations to use campus buildings and grounds during normal business hours at no charge (*Facilities Use Guidelines 2008-2009*). For example, the College hosted the FAFSA: Free For All event at the Mesalands Community College campus. FAFSA is the **Free Application for Federal Student Aid**. Both Mesalands and Eastern New Mexico University (ENMU) Talent Search and Upward Bound staff members assisted students and their parents in completing the FAFSA.
- The Quay County Public Health Office administers annual flu shots on the campus for community members.

- Mesalands Community College's Dinosaur Museum and Natural Science Laboratory contributes to the mission by providing public educational services to local and regional schools by conducting numerous school and college group tours every year, by providing a traveling school exhibit to teachers, and by participating in the annual Earth Day event (at which 762 students attended the 2012 event). In addition, free educational tours and activities are offered to members of the community annually on both National Fossil Day and Museum Day Live.
- The College partners with local organizations by supporting community events. Staff and faculty assisted with the Renew New Mexico Conference in Tucumcari, the annual Parade of Lights, the annual Tucumcari Earth Day, the annual Quay County Fair, the annual Get Moving Quay County Fun Run/Walk, the annual Summer Reading Program with the Tucumcari Public Library, and with the annual "Fired Up" New Mexico Statehood event, to name a few.
- The Mesalands Community College Health and Wellness Facility Fitness Center is available to both community members and students. The Center is open 24 hours per day, seven days per week, 365 days a year to meet the health, wellness and fitness needs of members.
- The College sponsors and invites the community to various on-campus events including, but not limited to, the annual Cinco de Mayo Celebration, the annual Iron Pour, the annual Lighting of the Courtyard, the annual city-wide Dodge Ball Tournament, and the annual intercollegiate rodeo competition.
- The College Library is open to community members free-of-charge.
- Community Education offers dozens of classes per year for community members with the goal of promoting lifelong learning.

1.D.2. Mesalands Community College's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Mesalands Community College is a public, not-for-profit higher education institution funded by the State of New Mexico taxpayers. The College's sole purpose, as stated in its mission, is educational. The College has no responsibility to generate financial returns for any stakeholders.

The Mesalands Community College Foundation, Inc. is an independent organization primarily responsible for providing College students with scholarships. The Foundation is organized to be operated exclusively for charitable, scientific, and educational purposes as defined in Section 501(c)3 of the Internal Revenue Code. The Mesalands Community College Foundation, Inc. is established to:

- Maintain, develop, increase, and extend the facilities and services of Mesalands Community College and to provide broader educational service opportunities to its students, staff, faculty, and the residents of the geographic areas in which it serves.
- Solicit and receive gifts, grants, and bequests, or to acquire property both by real and personal exchange, etc.
- Make contributions, grants, gifts, and transfers of property outright or in trust for the exclusive benefit of the College, or other tax exempt organizations.
- Encourage private individuals and organizations to invest in the support of College programs and services.
- Provide a corporate structure for managing private gifts and donations.
- Provide added assurance to donors that their contributions will be utilized for the specified purposes.
- Provide a medium for alumni and community leaders to participate in, and contribute to, the strengthening of the College through their participations in the solicitation, management, and distribution of private gifts and donations.

The College does charge various fees to external, for-profit organizations for use of institution facilities. The **Facility Use Form** details the arrangements for rental of facilities if the event in question is "determined not to be a community education event".

College employees are required to abide by the **Code of Ethics for Employees of Mesalands Community College** as identified in the *Personnel Handbook 2013-2014*. All employees are required to annually submit a **Personnel Handbook Acknowledgement** form showing that they have received and reviewed the Handbook in its entirety *(Personnel Handbook, 2013-2014).*

The Board of Trustees are also required to **adhere to Policy Title: 2.7, Code of Ethics for Trustees of Mesalands Community College** outlined in the *Board Policies.*

1.D.3. Mesalands Community College engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

The proactive and inclusive nature of the strategic planning process assists Mesalands Community College in identifying how global, national, State of New Mexico, and regional service area issues will potentially affect the College and the external constituencies it serves (*Strategic Plan 2009-2013 Phase I Environmental Scan*). This delineates how the College views itself as an active member of those communities. The College identifies those issues that most directly affect its stakeholders. This establishes how the College can, simultaneously, fulfill its mission, accomplish its stated goals, and respond to the needs of constituencies. Section *1.C.2* identifies how the College has used its strategic planning process to proactively respond to the needs of its identified

external constituencies and communities of interest in accordance with the institution mission and goals.
The following provides additional examples of how the College engages and responds to the needs of its stakeholders:

- As outlined in **Policy Title: 9.2, Participation by the Public**, the Board of Trustees "recognizes that constructive study, discussion, and active participation by citizens are helpful in promoting the best possible program of education for the community" (*Board Policies*).
- Beginning with the 2009-2010 academic year, high school students in the State of New Mexico are required to earn a minimum of one high school credit in one of the following: honors class or advanced placement, a dual enrollment/credit course, or a distance learning course. Mesalands Community College responded to this New Mexico Public Education Department (NMPED) mandate by providing a significant number of dual enrollment and distance education courses to high school students. In the fall of 2012, there were 231 dual enrollment students served for a total of 1,137 credit hours (23% of the entire College's enrollment). The College has worked with the following school districts, which covers a vast area:
  - Clayton Municipal Schools (111 miles away)
  - Dexter Consolidated Schools (211 miles away)
  - Ft. Sumner Municipal Schools (82 miles away)
  - Grady Municipal School District (48 miles away)
  - House Municipal Schools (47 miles away)
  - Logan Municipal School District (23 miles away)
  - Moriarty - Edgewood School District (136 miles away)
  - San Jon Municipal Schools (24 miles away)
  - Texico Municipal Schools (94 miles away)
  - Tucumcari Public Schools
- In response to the State of New Mexico's goal of building and sustaining a competitive workforce in the green industry, the College developed a one-semester Occupational Certificate in Wind Energy Technology. Students in this program are able to gain hands-on training on the College's 1.5 megawatt wind turbine and use the first-class facilities at the North American Wind Research and Training Center. The College was awarded a $523,751 State Energy Sector Partnership Grant to establish the Wind Center of Excellence grant. The grant covered tuition, fees, and supplies for qualified individuals, including displaced workers, veterans, and/or individuals who qualify as low income. This grant was not limited to New Mexico residents.
- Numerous College programs and disciplines have advisory committees that meet on a regular basis. Advisory committees facilitate communication between the College, industry, and the community to ensure Mesalands Community College is meeting the needs of those stakeholders.

Mesalands Community College Strengths

- The College has a long history of strategic planning and processes to ensure institutional effectiveness.
- The College's mission is reviewed and reaffirmed annually by the Board of Trustees.
- The College offers unique programs that align with the agriculture-based economy of the service area as well as programming in the emerging green energy sector.

Opportunities for Improvement

- Advisory committees have not been active in recent years. The College must reevaluate its processes as it relates to advisory committees.
- Re-establish the consistent use of both internal and external survey instruments as a means of data collection for enhanced decision-making.

2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

CRITERION TWO: MESALANDS COMMUNITY COLLEGE ACTS WITH INTEGRITY; ITS CONDUCT IS ETHICAL AND RESPONSIBLE.

Mesalands Community College acts with integrity and conducts itself ethically and responsibly in all its operations including financial, academic, personnel, and auxiliary functions through established, consistent, and enforced policy and procedures.

2.A. Mesalands Community College operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

The College's operations are implemented with integrity through fair and ethical policies and procedures. These policies and procedures are well-established and disseminated to all constituencies at every level of the College.

Financial Integrity

The *Administrative Services Handbook 2013-2014* establishes policies and procedures for the financial operations of the College. The handbook establishes the various financial operation processes from creating an annual budget to the day-to-day financial operations of the College. It describes the financial and business expectations and practices that the entire College community must adhere to when conducting both internal and external financial activities on behalf of the institution. The handbook is distributed to all College employees on an annual basis for review. Employees are encouraged to ask questions and seek clarifications on the processes outlined in the handbook should they arise. All employees are required to declare receipt and review of the document by signing the **Administrative Services Handbook Acknowledgment** and submitting it to Personnel.

All purchasing activities performed by College employees are consistent with the Procurement Code of the State of New Mexico. In addition, the College has additional internal structures to ensure transparency and active oversight for all purchases made at the institution. The College's business accounting software, Jenzabar will eventually be programmed to automatically route the electronic requests for expenditures through the **Purchase Requisition Approval Tracks**. The purpose of these automated approval tracks is to provide the necessary scrutiny and approvals on a timely basis. The system will also flag account conditions, such as balance and over or under budget when registering each request for expenditure.

Each department/division budget is the responsibility of one member of the President's Executive Cabinet, adding oversight to the financial operations of the College. The Director of Business and Auxiliary Services distributes monthly budget reports to the entire Executive Cabinet. It is the responsibility of each Executive Cabinet member to distribute these reports to the department heads and to discuss and oversee budgetary activities support both the department's and College's mission and goals. Adjustments to department budgets must be formally requested and submitted using the **Budget Adjustment Request** (BAR) form. Line item budget adjustments within a specific area require the appropriate Executive Cabinet division head signature. Budget adjustments across areas require the approval of the President's Executive Cabinet.

All full-time employees are required to annually identify, upon contract renewal, outside employment. Written consent of the President or designee for each outside employment position must be obtained prior to renewal of said contract. This procedure is meant to disclose actual or perceived conflicts of interest, including financial, that may negatively impact the successful performance of the employee's job duties and/or operations of the College.

Each year the College undergoes an external financial audit which is performed by a State approved, independent auditor, as per the State Audit Rule. The audits are awarded based on a bid process.

Mesalands Community College is required to submit an annual budget to the New Mexico Higher Education Department (NMHED) for approval. The College is also required to submit **Budget Adjustment Requests** (BAR) to the NMHED for approval in order to move monies from one exhibit/division to another within the institution. College expenditures have been under the approved budget for twenty consecutive years (since 1993), demonstrating good stewardship of public money and trust.

Student financial aid is administered by the Director of Financial Aid. Specific information regarding the financial aid application process and programs are outlined in the *2013-2014 Catalog*. Students' rights and responsibilities as well as explanations of satisfactory academic progress and how that affects continued financial aid eligibility, are enumerated in the Catalog as well.

Academic Integrity

The *Faculty Handbook 2010-2011* is written for both full-time and part-time faculty, and establishes those general policies and procedures that govern instructors' academic functions and activities. The *Personnel Handbook 2013-2014* details specific policy and procedures defining integrity and ethical behaviors and issues as they relate to faculty as well as all College employees.

Student integrity and conduct issues are addressed in the *Student Handbook 2012-2013* under **Student Code of Conduct and Procedures**. Disciplinary and grievance procedures for both academic and non-academic violations of the code of conduct are strictly defined (*Student Handbook 2012-2013*, pages 73-79).

Integrity in Personnel

Mesalands Community College is committed to the policy of equal opportunity in employment and education regardless of race, color, ancestry, religion, national origin, sex, age, physical or mental disability, serious medical condition, veteran status, spousal affiliation, sexual orientation, gender identity or any other basis prohibited by federal, state or local law. In compliance with Titles II, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974, the New Mexico Human Rights Act and any other applicable federal, state and local laws, Mesalands Community College does not discriminate against any applicant, employee or student. This policy covers admission, access, and service in College programs and activities, and application and treatment in College employment. This policy also applies to all aspects of employment, including, but not limited to, hiring decisions, promotions, training, pay, benefits, layoffs, discipline and terminations. In addition, it continues to be the policy of Mesalands Community College to maintain a working environment free of discrimination and harassment.

Mesalands Community College also strictly prohibits any form of retaliation against an employee who in good faith makes a complaint, raises a concern, provides information or otherwise assists in an investigation or proceeding regarding any conduct that he or she reasonably believes to be in violation of the policies set forth in the *Personnel Handbook 2013-2014*. This policy is designed to ensure that all employees feel comfortable speaking up when they see or suspect illegal or unethical conduct without fear of retaliation. It is also intended to encourage all employees to cooperate with the College in the internal investigation of any matter by providing honest, truthful and complete information without fear of retaliation. Section 9 of the *Personnel Handbook 2013-2014* details the extensive **Disciplinary/Grievance Procedures** used at the College.

Mesalands Community College makes reasonable accommodations to allow qualified applicants and employees with disabilities equal opportunity for employment and qualified students that have the ability to benefit.

Employees of the College are expected to subscribe to a high standard of ethical conduct as public employees of a public institution. Each employee is expected to subscribe to the principles for ethical conduct expressed in the **Code of Ethics for Employees of Mesalands Community College** (*Personnel Handbook 2013-*

2014, pages 68-69*)*. Violations of the Code of Ethics may be cause for censure or sanctions imposed in accordance with the disciplinary policies identified in the *Personnel Handbook 2013-2014*.

Code of Ethics for Employees of
Mesalands Community College

The citizens in our community expect us to represent them as responsible and model citizens who demonstrate a high level of professional conduct. Employees of Mesalands Community College will strive to fulfill their responsibilities as dedicated and responsible employees, and perform their assigned duties to the best of their abilities in order that Mesalands Community College may provide the very best college education possible for all eligible students and, to that end, the employees will:

Do their best to demonstrate *that their first and greatest concern is the fair and equal educational opportunities for students attending this College.*

Perform the duties *of the positions they willingly applied for and accepted. They accept that they are responsible members of a professional team which often has to do more than the minimum things their job descriptions outline in order to make the College succeed.*

Respect fellow employees' reputations *and will not favor or support special interests inside or outside of the College which could damage the reputation of other employees of the institution or the reputation of the College itself.*

Avoid engaging in personality disputes, *the taking of sides, and the spreading of gossip and rumors which may injure the College or other employees. They will always check out the source and validity of anything which has the potential of hurting the image of the College and its personnel.*

Keep confidential information confidential, *including information which by law or practice is not made available to the public.*

Work in harmony *with the rest of the employees to always promote and preserve the integrity of the College --- its faculty, its administration, its Board of Trustees, its staff, and its students.*

Support the mission of the College, *make every effort to promote the mission of the College and promote its reputation and stature in the community.*

Upgrade their performance as employees *by keeping up with current developments which affect their assigned responsibilities as an employee of an institution of higher education.*

Avoid being placed in a position of conflict of interest *and will refrain from using their relationship with the College for personal partisan gain.*

The *Personnel Handbook 2013-2014* succinctly identifies specific policies and procedures for all College employees as they relate to integrity and ethical issues including, but not limited to:

- employee conduct both on and off campus
- discrimination and sexual harassment policy
- confidentiality
- drug-free workplace policy
- political activities
- consensual relations

The College has numerous policy and procedures in place for the fair and ethical treatment of employees. The **College Disciplinary/Grievance Procedures** (*Personnel Handbook 2013-2014*, pages 76-88) ensures due process for all College employees in those situations when complaints and accusations are made.

Auxiliary Integrity

Auxiliary Services includes the College Stores and the Small Business Development Center (SBDC). The College Stores include both the Bookstore and the Museum Shop. The Bookstore is owned and operated by the College for the convenience of the students and staff. Section 13-1-98E of the New Mexico Statutes allows the Bookstore to purchase books and periodicals from the publishers of copyright holders. The Museum Shop is also owned and operated by the College. The Manager of College Stores, who oversees both the Bookstore and Museum Shop, reports to the Director of Business and Auxiliary Services. The Manager of College Stores has the responsibility to ensure that financial information is reported to the College Business Office. Both stores submit financial reports independent of each other to the College's Business Office monthly. Reports submitted from the Mesalands Community College Dinosaur Museum shop reflect retail sales, admissions, interdepartmental charges, and donations to the Museum shop. The College Bookstore reports reflect both retail sales and interdepartmental charges. An annual audit of each

store's inventory is conducted at the end of each fiscal year. This proactive approach to preserving financial integrity assures management and the members of Mesalands Community College's Board of Trustees that College funds are being utilized and reported appropriately.

Mesalands Community College's Small Business Development Center (SBDC) operates under a grant partially funded by the U.S. Small Business Administration, with the remainder of the grant funded by the State of New Mexico. The College's SBDC is one of twenty centers in New Mexico that provide service under contract to the New Mexico Small Business Development Center located at Santa Fe College. The SBDC staff are employees of the College and subject to all rules, operational guidelines and personnel requirements. The College's SBDC is also guided by federal directives created by the Small Business Administration. The mission, values, and vision statements, as well as strategic goals, serve the common objective of client success. All new employees are required to complete ethics training at the New Mexico SBDC office in Santa Fe.

Data Security and Access

In order to ensure the security of data, College employees are only given access to that data required to perform their specific work duties. For example, faculty can only access course and related student data for classes which they are identified as the instructor of record. The Executive Cabinet determines employee access level.

College owned or operated computing resources are provided for use to students, faculty, and staff of the institution. All users are required to use the resources in an effective, efficient, ethical, and lawful manner. The College has established specific guidelines for those using the institution's computing resources. Rules, standards, and processes when engaging these resources are detailed in the *Computer Use Guidelines* and include:

- misuse examples
- computer accounts
  - initial password
  - student data storage
  - wasteful use of resources
  - student email
  - violation procedures
  - unauthorized software
  - wireless Internet access
- social media

2.B. Mesalands Community College presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The College is committed to accurately presenting itself to all stakeholders through a variety of avenues including electronic and written College documents and media. The College website is the primary source of this information and provides electronic copies of the most updated versions of the following College documents:

- College Catalog
- Schedule of Classes
- Student Handbook
- Campus Safety Booklet Brochure

Hard copies of these documents are available upon request from Student Affairs. Hard copies are also available in the student commons areas in all campus buildings, as well as the Library.

Mesalands Community College views its course syllabi as a contract between student and instructor for a given class. With that in mind, all courses at the College have identified course objectives that are measureable and include a performance, condition, and criterion. Specific courses, regardless of wherever or however they are offered, have the same course objectives in order to ensure continuity between the quality and quantity of classroom learning.

During the fall 2010 semester, the College made a concerted effort to establish consistent syllabi, including course objectives, wherever and however classes were offered. The Curriculum Coordinating Committee was and is charged with a process to ensure consistency of course syllabi. All faculty are required to update course syllabi at the beginning of every semester and as needed. Specific instructions for updating course syllabi are located in the *Student Learning Assessment Guide for Faculty 2013-2014*, pages 2-3. The Student Learning Assessment Committee is responsible for evaluating the measurability and appropriateness of course objectives. These activities ensure that the College presents the same course, wherever or however it is offered, clearly and completely to its students.

A new College website was launched in April 2012. The College decided to redesign the website to better meet the needs of its constituents, i.e., future students, current students, the community, and faculty and staff. The new website is also easier to update and maintain by specific College staff.

The College website provides a powerful communication mechanism for all interested parties and supplies pertinent information, including, but not limited to, the following:

- Current and Future Students – mission and goals, degrees and certificates, student handbook, admissions, registration, catalog, course schedule, distance education, dual enrollment, tuition and fees, library databases, student learning assessment, faculty and staff directory, etc.
- Community – mission and goals, community education, Educational Services Center services including English as a Second Language, General Education Development, student support, Health and Wellness Facility, etc.
- Faculty and Staff – mission and goals, remote access to webmail, MyMesalands, and distance education sites.

In accordance with the Higher Education Act of 1965 (HEA), as amended, as of October 29, 2011, each postsecondary institution that participates in the Title IV federal student aid programs is required to post a net price calculator on its Web site that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student's individual circumstances. The College is in the process of updating the data for this calculator to allow students to calculate an estimated net price of attendance at the College (defined as cost of attendance, minus grant and scholarship aid) based on what similar students paid in a previous year.

Detailed academic program and requirement information can be found in the appropriate sections of the *2013-2014 Catalog,* as well as under the degrees and certificates section on the College website. The printed/electronic College catalog also documents:

- entrance requirements
- graduation requirements
- general education requirements
- tuition and fees information
- authorizations
- memberships
- accreditation
- articulation agreements
- course and program transfer information

The Board of Trustees recognizes the institution's responsibility to provide the public with information concerning all of its actions, policies, educational programs and business operations (subject to state and federal laws (*Board Policies*, **Policy Title 9.1, Responsibility to the Public**)). The area population (as well as College employees) are to be kept informed of College matters through appropriate public news media and institutional publications (9.1.3).

The Public Relations office is responsible for creating and disseminating the majority of information about the institution. Public Relations supplies information to the local newspaper and other media outlets as well as the news column on the College webpage. College employees frequently write articles for the local newspaper. The President of the College and the Director of Public Relations have regular appearances twice a month at the local radio stations (1400 AM KTNM and 92.7 FM KQAY).

The Board of Trustees recognizes the importance of promoting the College and its programs and services to the citizens of New Mexico. Therefore, public relations is an important function of the College. The Board directs and authorizes the President to conduct promotional activities to enhance the College within the public, business and educational arenas (*Board Policies*, policy 9.1.3.1).

Student Information System (SIS) electronic boards are located in the majority of buildings on main campus where students tend to congregate. Information presented on these boards includes registration information, announcements of social and entertainment events, celebration of student accomplishments, financial aid information, and emergency alerts.

Social media links on the website, including YouTube and Facebook, also connect and engage the College community with one another, as well as with the institution.

2.C. The governing board of Mesalands Community College is sufficiently autonomous to make decisions in the best interest of the College and to assure its integrity.

The Board of Trustees is the governing board of Mesalands Community College. The Board is an elected body of individuals comprised of five members, one elected from each of the five districts comprising Mesalands Community College District, County of Quay, and State of New Mexico. However, once elected, Trustees collectively represent the entire population of the District, not the citizens of the District by sub-divisions which elected them. The Board is responsible for broad policies that govern all phases of the educational programs offered at Mesalands Community College.

Policy statements are regularly adopted and disseminated with the intention of expressing the educational mission, goals, and expectations of the Board of Trustees. The policies are intended for the use of all College employees, students, and other stakeholders to provide guidelines upon which decisions related to the operation of the College are made.

The Board is acutely aware of its ultimate responsibility to the general public and to the student population at large. Recommendations for Board policy changes

are received by the Board in an orderly manner through the duly constituted arrangements described in the *Board Policies* and implemented by current administrative procedures. The Board relies upon the President and the administrative staff for their experience and expertise in higher education and college administration to provide the Board with general guidance in developing, implementing, and maintaining currency in Board policies. The implementation of the policies through administrative measures is delegated by the Board to the College President as the Chief Executive Officer for the Board of Trustees.

The Board, with input from internal and external constituencies, works together to assure institutional integrity by building a better college, which will serve the citizens of Quay County and, ultimately, the State of New Mexico more effectively by providing quality college education accessible to all qualified students.

2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Mesalands Community College Board of Trustees' deliberations are available to the public through the college's website in the form of the regular and special Board agendas and minutes. The minutes are also kept on file with the Board Secretary as the permanent official records of the College. Minutes are neither official nor published until approved by the Board. The deliberations documented in the minutes reflect the Board's priorities of preserving and enhancing the operations of the College to ensure realization of the institution's mission and goals. All public meetings of the Board of Trustees are conducted in compliance with the requirements of the New Mexico Open Meetings Act. All Board meeting notices and agendas are faxed to the media. These faxes, along with confirmation sheets are filed in the Office of the President.

As stated in **Policy Title: 2.4 Duties and Powers of the Board**, the primary responsibility of the Board is the formation of College policy. Additional duties and powers include:

- The Board will work cooperatively with the administrative staff of the institution and district citizens in a continuous effort to improve the educational program of the institution through strategic planning and assessment (2.4.6).
- Policy formation will be based on a variety of inputs and recommendations primarily from and in concert with the College President and his administration (2.4.7).
- The Board shall be stewards of all College property and funds in accordance with federal and state guidelines (2.4.8).
- Annually, or as necessary, the Board will review, reaffirm, and revise, if necessary, the Mission and Goals of the College (2.4.11).

The College's priorities are maintained and enhanced through these duties, powers, and deliberations in accordance with the *Board Policies* document and the requirements of state law. The Board of Trustees last reviewed and approved the *Board Policies* as a whole on September 10, 2013. Individual policies are reviewed/revised/approved as needed, and so noted in each section of the *Board Policies* document.

The published **Board of Trustees Annual Calendar of Reports** establishes, month-by-month, those reports presented to the Board for their assimilation. This ensures that the Board's deliberations are up-to-date, while holding the President, administrative staff and, ultimately, all College employees, accountable to the realization of the institutions mission and goals.

2.C.2. The governing board reviews and considers the reasonable and relevant interests of Mesalands Community College's internal and external constituencies during its decision-making deliberations.

It is assured that the Board of Trustees, as an elected board, considers input from the voting public. Further consideration of internal and external constituency interests are governed by Board policies.

- The Board may make provisions for interpreting the mission and programs of the institution to the public and shall consult with citizens of the district about matters concerning the educational program (2.4.5).
- The Board will work cooperatively with the administrative staff of the institution and district citizens in a continuous effort to improve the educational programs of the institution through strategic planning and assessment (2.4.6).
- The Board will welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current College operation and proposed future developments (2.7.8).

The College and Board of Trustees regularly report operational actions, decisions and outcomes to the executive and legislative branches of the State of New Mexico. In addition, the New Mexico Higher Education Department (NMHED) monitors all public post-secondary institutions in the State. NMHED is a cabinet department headed by a Secretary who is appointed by the Governor. The Department establishes a state-wide agenda to meet the higher education needs of the State. The Department establishes funding priorities for all post-secondary colleges and universities in the State and submits these priorities to the Legislative Finance Committee (LFC) for funding consideration.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board of Trustees preserves its independence from undue influences through adherence to Board policies, and adherence to laws pertaining to open meetings and public records, as reflected in those policies. Pertinent policies governing the Board's independence from undue pressure include the following:

- The Board shall be stewards of all College property and funds in accordance with federal and state guidelines (2.4.8).
- Political contributions and contributions to not-for-profit organizations are considered prohibited expenditures (8.2.5.2 and 8.2.5.3).
- No member of the Board shall knowingly (2.6.1):
  - Be placed in a position of conflict of interest and will refrain from using his/her board position for personal partisan gain.
  - Disclose or use confidential information about Mesalands Community College to advance the financial or other private interests of said member or others.
  - Vote or otherwise participate in the negotiation or the making of any contract with any business or entity in which the member has a financial interest, either directly or indirectly.
  - Accept any gift of value, whether in the form of service, loan, thing, or promise, from any person, firm, or corporation which to the member's knowledge is interested directly or indirectly in any manner whatsoever in business dealings with Mesalands Community College.

The Board of Trustees must abide by the **Code of Ethics for Trustees of Mesalands Community College** which includes the following:

- To devote time, thought, and study to the duties and responsibilities of a Community College Board member so that I may render effective and creditable service (2.7.1).
- To base my personal decision upon all available facts in each situation: to vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the Board (2.7.3).
- To remember at all times that as an individual I have no legal authority outside the meetings of the Board, and to conduct my relationships with the community College staff, the local citizenry, and all media of the community on the basis of this fact (2.7.4).
- To resist every temptation and outside pressure to use my position as a Community College Board Member to benefit either myself or any other

individual or agency apart from the total interest of the Community College district (2.7.5).

All members of the Board are required to take an Oath of Office upon election to the Board. The signed Oath specifically states that the individual will faithfully and impartially discharge the duties as a member of the Mesalands Community College Board of Trustees.

2.C.4. The governing board delegates day-to-day management of Mesalands Community College to the administration and expects the faculty to oversee academic matters.

As cited in the **Forward** of the *Board Policies*, the Board relies upon the President and the administrative staff for their experiences and expertise in higher education and college administration to provide the Board with general guidance in developing, implementing, and maintaining currency in Board policies. The implementation of the policies through administrative measures is delegated by the Board to the President as the Chief Executive Officer for the Board of Trustees. The **Code of Ethics for Trustees of Mesalands Community College** further states that the primary function of the Board is to establish the policies by which the College is to be administered, but that the administration of the educational program and conduct of the College business shall be left to the employed President of the College and his/her professional and non-professional staff (2.7.7). According to **Policy Title: 4.2, President's Job Description**, the President shall act as the chief executive officer of the College with responsibility for initiating, guiding, and directing activities which are necessary to fulfill the mission of the College. Additional Board policies state that the President of the College initiates and maintains programs and services within the institution which fulfill the mission of the College to the greatest possible extent (4.2.5). The Board also delegates to the President responsibility for general fiscal management of the College (8.1).

In order to more effectively and efficiently fulfill the mission and goals of the College, the President assigns the day-to-day administrative duties to various Vice Presidents, Directors, or the President's Division as follows:

- President administers Personnel, Small Business Development Center, Institutional Research and Development, Mesalands Community College Dinosaur Museum, Public Relations, and Intercollegiate Athletics.
- Vice-President of Academic Affairs administers academic programs
- Vice-President of Student Affairs administers student services including Enrollment Management and Recruitment
- Director of the North American Wind Research and Training Center (NAWRTC) administers Institutional Technology and Facilities and Physical Plant Operations

- Director of Business and Auxiliary Services administers the Business Office, Auxiliary Services, and Financial Aid

Recently, the College established a Faculty Senate as part of the institution's effort to give faculty a greater voice in the College's governance. At the November 13, 2012, regular Board of Trustees meeting, the Board approved Ratification of Faculty Senate Constitution. The Faculty Senate's *Faculty Senate Constitution* preamble states that faculty are the foundation of student learning, providing excellence in teaching, assessment, research, and service; all of which, significantly contribute to the quality and reputation of the College. The interests of the entire academic enterprise are best served when the faculty's expertise and skills are brought to bear in cooperative participation in the governance of the College. The Board recognized the Faculty Senate as the primary advisory body to the President on policy matters affecting faculty, student learning, academic enrichment, and the operations of the College. The Board further acknowledged the establishment of the *Faculty Senate Constitution* which provides for the organization and procedures that will ensure appropriate faculty participation at all levels of College governance. This organization is based on the premise that it is desirable to have faculty personnel through whom the faculty as a whole can initiate recommendations for the advancement of the educational mission of the College and the welfare of the College community. The Faculty Senate is in its infancy and not yet a functional body.

As outlined under *3.C.1* **Oversight of the Curriculum**, Mesalands Community College subscribes to the belief that faculty members are the primary body responsible for the oversight of academic matters. The College has established a number of standing committees, in addition to the Faculty Senate, that are responsible for academic and curricular issues as outlined in the *Faculty Handbook 2010-2011* and include the following:

- Academic Standards and Issues Committee
- Curriculum Coordinating Committee
- Student Learning Assessment Committee
- Faculty Council

2.D. Mesalands Community College is committed to freedom of expression and the pursuit of truth in teaching and learning.

The College's commitment to freedom of expression is recognized and supported at the highest level of the institution. **Policy Title: 10.1, Freedom of Expression** (*Board Policies*) states:

> *As an Institution that exists for the express purposes of education and public service, the College is dependent on the unfettered flow of ideas, not only in the classroom and laboratory, but also in all College activities. As such, protecting freedom of expression is of*

central importance to the College. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such expression is by expressing opposing ideas and continuing dialogue, not curtailment of expression.

The *Faculty Handbook 2010-2011* reinforces the importance of academic freedom by stating:

> *The Board of Trustees and the administration of Mesalands Community College support the concept that instructors are free to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence they consider relevant. Such employees will be free from the corrosive fear that others, inside or outside the College, may threaten their professional careers or the material benefits accruing from those careers. They are also entitled to freedom in the classroom in presenting the subject they teach and shall be free to select and use textbooks through the institutionally recognized process, but should be careful not to introduce controversial matter which has no relation to the subject.*

Furthermore, the *Faculty Senate Constitution* mission statement states, in part, that it is the purpose of the Senate to protect academic freedom.

Mesalands Community College faculty exercise academic freedom in a number of ways including syllabi creation, assessment of student learning, and associated reporting of those assessment results.

- Course Syllabi - Although it is important that course syllabi for a specific class be consistent in terms of the identified learning outcomes, wherever and however the course is offered, faculty are given the academic freedom to create syllabi that meet their specific teaching needs. The *Student Learning Assessment Guide for Faculty 2013-2014* (page 2-3) outlines the process for updating course syllabi. The types of assignments faculty use to assess the required general education competencies (see General Education Competencies Program Reporting Schedule, *Student Learning Assessment Guide for Faculty 2013-2014*, page 6) are at the discretion of the instructor.
- Assessment - Although the College has established extensive processes for assessment of student learning and achievement of learning goals at the institution, program and course level, wherever and however learning takes place, the College urges faculty to take “ownership” of their courses and programs by developing tools and mechanisms to assess learning that are appropriate to their students in particular courses and not necessarily by using tools the College dictates they use. At the course level, faculty are

encouraged to use whatever assessment tools they deem necessary to measure course objective attainment. Program directors and lead faculty are encouraged to use Student Learning Assessment Program Report formats that are meaningful to their stakeholders.

2.E. Mesalands Community College ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As a comprehensive community college, Mesalands Community College's primary focus is teaching. Therefore, the vast majority of the students', faculty, and staff members' responsible discovery and application of knowledge is a direct result of classroom activities related to teaching. Activities that demonstrate the result of this responsible discovery and application of knowledge can be found in *3.B.5*.

2.E.1. Mesalands Community College provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Research projects (including those utilizing surveys and questionnaires) involving staff and students must be approved in advance by the President or their designee for content and appropriateness. The approval request must include the name of the person or organization conducting the activity, and the purpose of the activity. Confidentiality of subject's personal information must be guaranteed unless essential to the results. Students and staff may be required to participate if a study was prepared by or for Mesalands Community College for its official use, or to meet a requirement of law. Participation in all other studies is voluntary and a statement to that effect must be approved by the President or their designee.

No employee can apply for any grant without approval of the Executive Cabinet. Under no circumstances can the name Mesalands Community College be used without expressed permission of the President. Employees who would like to apply for a grant that would benefit Mesalands Community College must fill out the **Grant Proposal** form and submit it to the Executive Cabinet for approval. Once the request has been approved, and all assigned steps and timelines are met, the application for the grant may be submitted. The College also has a grant writing compensation schedule in place.

Research and scholarly activities performed on behalf of the Mesalands Community College Dinosaur Museum and Natural Science Laboratory and in the paleontology and geology academic programs are governed by the International Community of Museums (ICOM) Code of Ethics for Museums, as well as the Ethical Code for Fossil Collection of Mesalands Community College's Dinosaur Museum. Students, faculty, staff, and volunteers learn and apply these standards of professional practice and performance when collecting and working

with specimens and fossils. The College adopts these practices associated with the collection and curation of fossils both in the field and in the laboratory and provides effective oversight and support services to ensure the integrity of the research and scholarly practice performed on its behalf.

2.E.2. Students are offered guidance in the ethical use of information resources.

Students are offered guidance in the ethical use of information resources and what constitutes unethical use of information, in the *Student Handbook 2012-2013*, as well as information shared in the classroom, library, and Math-Science Learning Center (MSLC). The MSLC also provides instruction in research-related topics including the ethical use of information through identification of valid and reliable sources.

The Student Code of Conduct found in both the *Student Handbook 2012-2013* and the *2013-2014 Catalog* make clear what is considered unethical and inappropriate use of information including:

- cheating
- plagiarism
  - quoting without giving proper credit to a source
  - expanding someone else's work without giving proper credit
  - adopting as one's own an actual document (including electronic or hardcopy)
  - directly using someone else's idea without giving proper credit
- violation of copyright
- fabrication
- facilitating academic dishonesty

Disposition of academic dishonesty is described in *2.E.3*.

Academic integrity and student code of conduct and procedures to address violations are required in every syllabus, wherever and however the course is offered.

All students completing a degree are required to successfully complete both ACS 100: Student College Success, and ENG 104: English Composition and Research. ACS 100 includes a general discussion of academic integrity while ENG 104 applies the principles of academic integrity and the ethical use of information when writing a research paper. All lab science courses required in degree programs include information and application of the scientific method and the importance of high quality data.

Use of the College rubrics when assessing general education competency attainment ensures students are exposed to the principles of academic integrity

and the ethical use of information whether in a degree or certificate program of study.

- The **Writing Rubric** includes a criterion involving the correct incorporation of outside sources.
- The **Oral Communication Rubric** includes a criterion providing that main points are well-documented and supported with facts.
- The **Scientific Reasoning Rubric** includes a criterion regarding the inclusion of high quality data.
- The **Information Technology Rubric** includes criteria involved in evaluating and ranking sources of information for reliability.
- The **Critical Thinking Rubric** includes a criterion regarding the critical discrimination between good and bad information.

The Library provides guidance to students in the ethical use of information resources by offering workshops on how to identify appropriate sources of information when using the approximately 70 available databases to conduct research.

Institutional Technology has established *Computer Use Guidelines* that are available in the open computer labs. This document offers guidance on the ethical use of information resources, as well as numerous examples and explanations of what would be considered misuse of informational and computer resources. Students agree to these computer use guidelines each time they log onto a College owned or operated computer terminal by agreeing to the terms of usage.

2.E.3. Mesalands Community College has and enforces policies on academic honesty and integrity.

The College's policies and processes regarding the enforcement of academic honesty and integrity are fully enumerated in the **Student Code of Conduct and Procedures** section of the *Student Handbook 2012-2013* (pages 73-79). The *Student Handbook 2012-2013* details the specific academic and behavioral/non-academic violations that may lead to disciplinary action and the possible disciplinary sanctions that may result, as well as the due process afforded the accused. Faculty are primarily responsible for addressing and enforcing policies on academic honesty and integrity. If so warranted, the Vice-President of Student Affairs (VPSA) is charged with investigating the charges and administering discipline. If the student desires to appeal the VPSA's decision, a hearing with the Disciplinary Appeals Committee is scheduled. This committee is chaired by the Vice-President of Academic Affairs (VPAA) and includes the following personnel:

- the student's department head
- academic advisor

- faculty member of student's choice
- Student Senate President

The appeals hearing process and decision options are summarized in the Handbook. The decision of the Disciplinary Appeals Committee is final.

The *Rodeo Student Handbook 2011-2012* also identifies policies, rules, guidelines and a general code of conduct expected of members of the College's Intercollegiate Rodeo Team.

Mesalands Community College Strengths

- Faculty are ensured academic freedom in their classroom, laboratory, and research.
- Formal policies are in place to promote and guide integrity and professionalism for the College's Board of Trustees, administration, faculty, staff, and students.
- Board of Trustees minutes are posted on the College's website and easily accessible for all interested stakeholders.

Opportunities for Improvement

- Complete the process of developing a calculator that will allow students to calculate an estimated net price of attendance at the College (defined as cost of attendance minus grant and scholarship aid) based on what similar students paid in the previous year.
- Assign or create a position that is responsible for the monitoring of federal and state regulations and disseminating this information to the key staff responsible for implementation of such regulations, while ensuring College compliance.
- Provide bi-annual training for College staff on issues such as discrimination, confidentiality, professionalism, and new state and federal regulations.

3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

CRITERION THREE: MESALANDS COMMUNITY COLLEGE PROVIDES HIGH QUALITY EDUCATION, WHEREVER AND HOWEVER ITS OFFERINGS ARE DELIVERED.

Mesalands Community College provides quality learning opportunities to individuals through a wide-assortment of educational offerings including Associate of Arts and Associate of Applied Science degrees, Applied Science and Occupational Certificate programs, academic transfer courses, Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL), workforce training, and community education for lifelong learning. The College implements a plan-do-study-adjust (PDSA) cycle of assessment to ensure quality learning wherever and however credit-generating learning opportunities are delivered.

3.A. Mesalands Community College's degree programs are appropriate to higher education.

Mesalands Community College degree programs adhere to common higher education practices and/or standards. The College maintains a well-established practice of regular reviews for credit generating programs, as outlined in the *Academic Program Review Plan 2012-2013.*

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Mesalands Community College ensures appropriate levels of performance/ academic standards and currency of the degree and certificates it awards.

Levels of Performance/Academic Standards

Mesalands Community College ensures appropriate levels of performance and maintains suitable academic standards for the degree and certificates it awards in a number of different ways.

Since the initial establishment of Mesalands Community College (as Tucumcari Area Vocational School) in 1979, the College has been authorized by numerous State of New Mexico entities to offer programs leading to diplomas and certificates. Upon authorization by the Commission on Higher Education in 1994, the College began offering the Associate of Applied Science degrees and Associate of Arts degrees (*2013-2014 Catalog*, pages 1-2).

Development of new programs of study, as well as modification to existing programs, are reviewed and approved by the Curriculum Coordinating Committee while safeguarding the mission of Mesalands Community College (through a process documented in the *Faculty Handbook 2010-2011,* pages 11-14). The Curriculum Coordinating Committee:

- reviews the College's existing curriculum offerings
- reviews program curriculum proposals and revisions
- reviews and recommends to the Vice President of Academic Affairs (VPAA) the action taken by the committee on new or revised credit-bearing programs of study
- oversees the development and revision of program offerings through an organized system, based on a clearly defined process of approving and disapproving curriculum review proposals
- evaluates curriculum proposals for replication of current courses or programs of study

Upon approval of the Curriculum Coordinating Committee's recommendation, the Vice President of Academic Affairs, at their discretion, will present the information at the President's Executive Cabinet. If approved, the Executive Cabinet will forward the recommendation to the Board of Trustees for final approval (*Board Policies, 7.1.3*, page 49). Development of a new degree program must also be submitted to both the New Mexico Higher Education Department and the Higher Learning Commission for approval.

New and revised credit-bearing courses are reviewed and approved by the following:

- Curriculum Coordinating Committee reviews and recommends to the Vice President of Academic Affairs actions taken by the committee on new or revised credit-bearing courses.
- The Student Learning Assessment Committee reviews and approves course objectives.
- Vice President of Academic Affairs has final approval of new and revised credit-bearing courses.

The College's use of common rubrics to assess general education (GE) competency attainment demonstrates its commitment to consistent academic standards at the institution, program, and course levels. The same rubrics are used across all courses and programs, wherever and however GE competencies are assessed. For example, a faculty member teaching writing and critical thinking skills in the Farrier Science (FAS) 111: Horseshoeing Theory I course uses the same GE competencies and rubrics used in the ENG 104: English Composition and Research course when assessing writing and critical thinking skills.

The GE competencies and rubrics are listed on the College webpage. The *Student Learning Assessment Guide for Faculty 2013-2014* specifically outlines the steps for the assessment of the GE competencies by all College faculty. Mesalands Community College maintains a well-established practice of regular reviews for credit generating programs. As outlined in the *Academic Program Review Plan 2012-2013*, the College conducts a regular, systematic evaluation of all its programs to ascertain whether or not the program meets acceptable academic standards and levels of performance, as well as currency in an ever changing job market. Program review is a cooperative process utilizing the knowledge and expertise of faculty, administrators, employers, current and former students, outside consultants, and other stakeholders. The primary goal of this review is to assess a program's effectiveness in terms of the quality and quantity of its outcomes.

Levels of performance are also reflected in the *New Mexico Independent Community Colleges' Annual Accountability Report December 2011* Performance Based Budgeting Indicators (PBBI), as required by the State of New Mexico. A number of the PBBI are included in the FY 2013 State of New Mexico Budget Funding Formula, which reflects a number of new higher education priorities.

Currency

Mesalands Community College ensures currency of the degree and certificates it awards in a number of different ways.

The currency of academic programs is demonstrated by articulation agreements with other colleges and universities:

- Amarillo College
- Clovis Community College
- Eastern New Mexico University
- Franklin University
- Luna Community College
- New Mexico Highlands University
- New Mexico State University
- University of New Mexico
- University of Phoenix
- West Texas A&M University

The New Mexico Higher Education Department has devised a New Mexico Common Course Number (NMCCN) system that ensures seamless transfer of New Mexico General Education Common Core courses between in-state institutions of higher education. The *2013-2014 Catalog* (page 5) identifies those Mesalands Community College core courses that transfer to other New Mexico colleges and universities based on five areas:

- Area I: Communications
- Area II: Mathematics
- Area III: Laboratory Science
- Area IV: Social/Behavioral Sciences
- Area V: Humanities and Fine Arts

Lower-division Transfer Modules presently exist for the Associate of Arts degrees in General Business and Early Childhood Education. This transfer agreement is governed by the New Mexico Higher Education Department and allows Mesalands Community College students graduating with these degrees to transfer to any four-year college or university in the State of New Mexico and complete the final two years for a bachelor's degree. Copies of these Transfer Modules are available in the Student Affairs Office or at the New Mexico Higher Education Department website.

The currency of academic programs is also demonstrated in the updating of curriculum in order to keep College graduates up-to-date in terms of the required knowledge, skills and professional dispositions required in today's ever-changing job market. For example, the Associate of Applied Science degree in Wind Energy Technology (WET) was revised to meet skill set standards for entry level technician positions established by the American Wind Energy Association (AWEA). The College's WET program is one of only five colleges nationwide approved by Granite, General Electric's turbine maintenance firm, for their internship program.

Students graduating from the Farrier Science Program have been successful in sitting for the American Farrier Association (AFA) certification exam. Students in the Farrier Science Program demonstrated a pass rate of 80% from 2008 through 2012 (*Student Learning Assessment Committee Annual Report 2011-2012*, pages 97-98).

Numerous College programs and disciplines have advisory committees that meet on a regular basis. Advisory committees are the College's attempt to seek feedback on whether or not the education and services offered are current, relevant and meaningful to the community at large. Advisory committees facilitate communication between the College, industry, and the community, to ensure the College's graduates are meeting the needs of those stakeholders. Advisory committee meeting minutes are available. Size and composition of the committees, qualifications, appointments and term of office of members, roles and functions of members, as well as the operation of the committees are documented in the *Advisory Committee Handbook 2012-2013*. This handbook is distributed to all committee members.

In order to stay current in their fields, full-time faculty maintain professional development in their discipline areas through professional memberships,

attendance at workshops and conferences and/or maintaining required professional certifications.

3.A.2. Mesalands Community College articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Every Mesalands Community College Associate of Arts (AA) Degree, Associate of Applied Science (AAS) Degree, Applied Science and Occupational Certificates are articulated in the *2013-2014 Catalog*. Associate of Arts (AA) Degree, Associate of Applied Science (AAS) Degree, and Applied Science Certificate programs have established GE competency goals and (in most cases) specific program objectives that are measured via a PDSA cycle of assessment. The Occupational Certificate programs have specifically identified program objectives that are also measured via a PDSA cycle of assessment. Courses that constitute the degree and certificate programs have established course objectives that are measureable (and include a performance, condition, and criteria). Course objectives are consistent between the same courses wherever and however they are offered.

Clearly articulated GE competencies, program objectives and course objectives are the College's contract with students, employers, and stakeholders, and reflect those outcomes that students will possess and demonstrate upon graduation. GE competencies are consistent for all degree programs. Program objectives and course objectives are specific to the individual degree or certificate.

The GE competencies (writing, oral communication, information technology, critical thinking, scientific and mathematical reasoning) represent the most deeply held values of the College. Goals are established for all competencies to ensure that students graduating from the College with a degree demonstrate proficiencies at an identified level (*Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013*). The College uses rubrics to assess GE competency attainment; these rubrics are published on the College webpage. GE competencies are identified in the annual *2013-2014 Catalog*, on the College web page, and in the individual student learning assessment program reports.

Program objectives are identified for degree (except the Associate of Applied Science – General Studies and Associate of Arts - University Studies) and certificate programs and reflect the knowledge, skills and professional dispositions valued by the College, students, workplace employers and other interested parties. Program-specific objectives are identified for each program in the *Student Learning Assessment Program Reports 2012-2013*.
Each student learning assessment program report has a documented curriculum map outlining where GE competencies (when appropriate) and program

objectives are taught in the program, as well as the measurement tools used to evaluate attainment of those competencies/objectives.

The Mesalands Community College's *2013-2014 Catalog* lists the following degrees and certificates with full descriptions, including credit hour and other requirements:

Table 3.1: Certificate and Degrees Offered

Program	Degree	Certificate
Agri-Business	X	
Animal Science		
Beef Science	X	
Equine Science	X	
Automotive Technology	X	
Business Administration		
Business Information Systems	X	
General Business	X	
Accounting	X	
Management Info. Systems	X	
Business Office Technology		
General Office	X	
Software Applications Specialist	X	
Diesel Technology	X	
Education		
Bilingual	X	
Early Childhood Education	X	
Elementary	X	
Secondary	X	
Farrier Science	X	X
Fine Arts		X
Sculpture/Bronze	X	
2-Dimensional	X	
General Studies		
Occupational Option	X	
Human Services		
Criminal Justice	X	
Social Work	X	
Liberal Arts		X
Communications	X	
University Studies	X	
Metal Arts Certificate		X
Natural Sciences		
Geology	X	
Paleontology	X	

Physical Science Pre-Engineering	 X	
Pre-Medical Arts Pre-Dentistry Pre-Medicine Pre-Veterinary	 X X X	
Pre-Nursing		X
Professional Technical Writing		X
Public Administration Law Enforcement	 X	
Wind Energy Technology	X	X

3.A.3. Mesalands Community College's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Mesalands Community College strives to ensure that the quality and quantity of learning that takes place in its programs and courses are consistent wherever and however they are offered. The College ensures this equivalency of learning between programs and courses across all modes of delivery (classroom, Internet, Webcast/Video College courses, digital ITV, and audio and video podcasting) and locations (main campus, dual credit sites, and correction facilities) in a number of different ways.

Course Syllabi

Consistent College-approved course syllabi with identical objectives ensure consistency between courses wherever and however they are offered. During the fall 2010 semester, the College made a concerted effort to establish consistent syllabi, including course objectives, wherever and however classes were offered. The Curriculum Coordinating Committee was, and is, charged with a process to ensure consistency of course syllabi. All faculty are required to update course syllabi at the beginning of every semester, and as needed. Specific instructions for updating course syllabi are located in the *Student Learning Assessment Guide for Faculty 2013-2014*, pages 2-3. The Student Learning Assessment Committee is responsible for evaluating the accuracy of course objectives in terms of measurability and appropriateness for the course in question. The Vice President of Academic Affairs has final approval authority over all course syllabi. Approved syllabi are located on the College server.

Assessment of Student Learning

Step-by-step processes for assessment of student learning at the institution, program, and course level, are outlined in the *Student Learning Assessment*

Guide for Faculty 2013-2014. This guide is distributed to, and reviewed with, all full-time and adjunct faculty, wherever and however they teach for the College.

Embedded Assessment

The College's plan-do-study-adjust (PDSA) cycle of learning assessment evaluates whether its dual credit courses for high school students are equivalent in learning outcomes and levels of achievement to its regular higher education curriculum. Dual credit students must meet the same academic learning standards as all other College students in terms of course objectives, program objectives and general education competencies. As documented in the *Student Learning Assessment Committee Annual Report 2011-2012* (page 19-23), embedded assessments are used to determine whether or not the quality and quantity of learning in specifically identified courses are the same between dual enrollment and main campus sites.

Mesalands Community College recognizes the need to use embedded assessment and other appropriate tools to assess whether or not the quality and quantity of learning is consistent wherever and however programs and courses are offered. An opportunity for improvement exists to use the PDSA cycle of assessment comparing and contrasting the amount of learning that occurs across all delivery modes and locations (including correction sites) in addition to what is already occurring with the Dual sites.

General Education Competency Rubrics

The College uses common rubrics to assess general education competency attainment, (writing, oral communication, information technology, critical thinking, scientific reasoning, and mathematical reasoning) wherever and however courses are offered. These rubrics were developed by the Student Learning Assessment Committee (SLAC), with significant input from faculty. The GE competencies and rubrics were developed in such a manner that they are easily understood by students and faculty, and can be used by all College faculty wherever and however they teach and in whatever topic they are teaching. For example, a faculty member teaching writing and critical thinking skills in the Farrier Science (FAS) 111: Horseshoeing Theory I course, uses the same GE competencies and rubrics used in the ENG 104: English Composition and Research course, when assessing writing and critical thinking skills. The GE competencies and rubrics are listed on the College webpage. The *Student Learning Assessment Guide for Faculty 2013-2014,* specifically outlines the steps for the assessment of the GE competencies by all College faculty.

Specific general education competencies are assessed in every course, wherever and however they are offered, and reported on each year, with the goal of implementing and reviewing curricular adjustments to GE attainment to improve learning on a three year cycle. All College faculty, regardless of the

course they are teaching, are required to assess the identified GE competency based on the following **General Education Competencies Program Reporting Schedule**. This is true of all GE competencies except for the Scientific Reasoning competency, which is required of faculty teaching specifically identified laboratory science courses (*Student Learning Assessment Guide for Faculty 2013-2014*, page 13 footnote).

Table 3.2: General Education Competencies Program Reporting Schedule

Report Year	Academic Cycle	General Education Competencies* Assessed
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Critical Thinking
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical or Scientific Reasoning and Informational Technology
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and Critical Thinking
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical or Scientific Reasoning and Informational Technology
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing

Writing Across the Curriculum

In order to ensure that college-level writing skills were reinforced wherever and however Mesalands Community College offers courses, the College implemented the "Writing Across the Curriculum" initiative. This initiative requires all faculty, wherever and however they teach, to assess the writing GE competency utilizing the College writing rubric. This activity is performed every fall and spring semester. This initiative began during the 2009-2010 academic cycle and was a direct result of assessment activities that indicated writing skills of College graduates were not meeting identified expectations.

Dual Credit

The New Mexico Public Education Department requires the use of a **Statewide Dual Credit Master Agreement** between New Mexico secondary and post-secondary dual credit programs. This Memorandum of Agreement is used by all postsecondary institutions and Local Education Agencies (LEAs) and specifies the terms of agreement as it relates to dual enrollment activities.

3.B. Mesalands Community College demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

GE programming at Mesalands Community College has been established through two separate processes. First, the College has defined its own GE curriculum based on its mission (and associated goals) as a community college. Second, the New Mexico Higher Education Department has established a general education core curriculum.

Mesalands Community College General Education Core Curriculum

Mesalands Community College established the following **General Education Philosophy** in 1996:

> *One of the goals of higher education is to prepare students with the cultural and social skills which will enable them to participate actively in our society. General education courses are intended to introduce students to a body of knowledge that gives meaning and cohesion to our society, in preparation for lifelong learning.*
>
> *The general education requirements are also intended to prepare the community college student with the academic background and skills to successfully pursue more advanced degrees at colleges and universities and/or to be more successful in a career. To that end, Mesalands Community College has incorporated into each degree and applied science certificate an institutional core of general education (2013-2014 Catalog*, page 1*).*

Based on a recommendation put forth in the 2004 *Report of a Comprehensive Evaluation Visit to Mesalands Community College by the Higher Learning Commission,* Mesalands Community College built upon its **General Education Philosophy**, and developed "an identifiable and coherent undergraduate general education component as well as rubrics for consistently evaluating general education learning outcomes across the curriculum." During the 2004-2005 academic year, the College identified six GE competencies (writing, oral communication, information technology, critical thinking, scientific reasoning, and mathematical reasoning) that all students would possess upon graduating with a degree or Applied Science Certificate. The Associate of Arts Degree requires 40-44 GE credits, the Associate of Applied Science Degree requires 23-32 GE credits, while the Applied Science Certificate requires 9-13 GE credits. Rubrics for assessing attainment of the six GE competencies were also developed during that 2004-2005 academic year.

Beginning in 2009, the College revisited and rewrote the writing, oral communication, and information technology competencies and rubrics in order to make them more user-friendly to both faculty and students. During the 2010-2011 academic year, the GE competency for critical thinking was rewritten, and the scientific reasoning and mathematical reasoning competencies were rewritten during the 2011-2012 academic year (*Student Learning Assessment Model 2013-2014*). The ultimate goal of these revisions was to allow all College faculty, regardless of what subject they taught, or wherever or however they taught that subject, to more easily utilize the GE competencies and accompanying rubrics to assess the quality and quantity of student achievement across the entire College. The *Student Learning Assessment Guide for Faculty 2013-2014* specifically outlines the steps for the assessment of the GE competencies required by all College faculty.

State of New Mexico General Education

Currently, all public institutions of higher education in the State of New Mexico recognize the General Education Common Core of Courses (35 credits), as coordinated by the New Mexico Higher Education Department. These courses are divided into five content areas (communication, mathematics, laboratory science, social/behavioral science, and humanities and fine arts). These five content areas are reflected in Mesalands Community College's graduation requirements and are listed on the **Reference List for Required and Elective Courses**. The goal of identifying a common core of courses is to allow students enrolled in New Mexico colleges and universities the ability to seamlessly transfer between these institutions without loss of credit hours. The New Mexico Higher Education Department has also identified specific competencies for each of the five areas. Mesalands Community College reports assessment results based on these competencies to the NMHED via the College's webpage.

The Faculty Council and Faculty Senate have discussed the need to reduce the number of required general education courses and possibly the field of study courses in some programs. Although the institution conforms to the commonly accepted minimum associate's degree program length of 60 semester credits, the majority of the College's AA and AAS Degree programs require 70 or more hours to complete. This requires students to dedicate a significant amount of time and financial resources to pursuing a degree. The College must evaluate these programs to determine what changes, if any, can be made to decrease the number of hours required to complete a degree, without negatively impacting student learning and success.

3.B.2. Mesalands Community College articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the College or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the College believes every college-educated person should possess.

As stated in *3.B.1*, GE programming at Mesalands Community College has been established through two separate processes. First, the College has defined its own GE curriculum based on its mission as an institution of higher education that promotes student learning through quality education. Second, the New Mexico Higher Education Department has established a general education core curriculum. The College has integrated the two successfully and articulates the purpose, content, and intended learning outcomes of the GE core requirements. Courses offered at Mesalands Community College that meet both the College's GE requirements and the NMHED's identified GE core curriculum are listed in the **Reference List for Required and Elective Courses** in the *2013-2014 Course Catalog*.

The College articulates the purpose of its GE core requirements through its published **General Education Philosophy** statement. The competencies reflect those knowledge, skills, and professional dispositions that students will possess and demonstrate upon graduation with a degree. These competencies reflect the most deeply held values of the College, and drive the teaching-learning relationship inherent to the success of Mesalands Community College. Completion of a degree reflects the establishment of a foundation of general and specific knowledge, skills and professional dispositions that give the learner the generative power to continue learning throughout her/his lifetime. The goal of GE competencies is to establish the "roots" of knowledge, in order to facilitate future growth of learning to allow the learner the ability to grow "wings", which enables a lifetime of continued learning on her/his own.

Mesalands Community College also articulates the purpose, content, and intended learning outcomes of its GE competencies very early in the students' college experience.

- The six GE competencies are introduced by the Chair of the Student Learning Assessment Committee during the New Student Orientation held during the first week of the fall and spring semesters.
- New students are provided with a copy of the **Student Guide to Assessment** brochure in their new student packets.
- Students are introduced to the GE competency rubrics during the ACS 100: Student College Success course which is required of all students during their first 12 credit hours of enrollment.

The GE competency (writing, oral communication, information technology, critical thinking, scientific reasoning, and mathematical reasoning) outcomes are articulated and assessed in every course, wherever and however they are offered. They are reported on each year with the goal of implementing and reviewing GE attainment, in order to make curricular adjustments to, and improve learning on a three year cycle. All College faculty, regardless of the course they are teaching, are required to assess the identified GE competency based on the **General Education Competencies Program Reporting Schedule** (see *3.A.3*). This is true of all GE competencies, except for the Scientific Reasoning competency, which is required of faculty teaching specifically identified laboratory science courses (*Student Learning Assessment Guide for Faculty 2013-2014*, page 13 footnote).

The College also assesses general GE competency attainment of graduating students during the ENG 299: Capstone Portfolio Course. This capstone course utilizes the College's rubrics to assess achievement of the six GE competencies using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation. This course is completed during the student's last semester prior to graduating with a degree.

The CAAP exam is an additional tool used by the College to capture GE competency attainment. Students planning to graduate with a degree, or who will have completed 60 credit hours by the end of a given semester, are required to sit for the Collegiate Assessment of Academic Proficiency (CAAP) when it is scheduled that semester.

3.B.3. Every degree program offered by Mesalands Community College engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

All Associate Degree programs, and most Associate of Applied Science Degree programs, offered at Mesalands Community College require completion of the GE core curriculum and assess whether or not students are successfully attaining those identified competencies (see individual program reports in the *Student Learning Assessment Program Reports 2012-2013*). The Associate of Arts Degree requires 40-44 GE credits while the Associate of Applied Science Degree requires 23-32 GE credits. Most of these degrees require completion of the following:

- ACS 100: Student College Success
- CIS 101: Introduction to Computers
- COM 102: Public Speaking
- ENG 102: English Composition
- ENG 104: English Composition and Research
- at least one course in the following:

- math
- laboratory science
- social/behavioral science
- humanities/fine arts

The Applied Science Certificate requires 9-13 GE credits. These GE requirements for graduation assure that students will engage in collecting, analyzing and communicating information.

It is further assured that all students, wherever or however enrolled at Mesalands Community College, are frequently exposed to the GE competency rubrics in every course and program. As part of this assessment requirement, faculty are specifically instructed to distribute and explain the GE rubrics to clarify expectations of what constitutes demonstration of attainment of these competencies. The steps involved in exposing students to the GE competencies in every course are spelled out in the *Student Learning Assessment Guide for Faculty 2013-2014*.

Students are further engaged in collecting, analyzing, and communicating information, mastering modes of inquiry, and in developing skills adaptable to changing environments through the Hispanic Serving Institution – Science, Technology, Engineering, and Mathematics (HSI-STEM) grant related activities, and facilities including the Math Science Learning Center (MSLC), and updated, state-of-the-art Life Science Laboratory, and the Physical Science Laboratory.

3.B.4. The education offered by Mesalands Community College recognizes the human and cultural diversity of the world in which students live and work.

Mesalands Community College recognizes the human and cultural diversity of the world in which its students and community members live and work. Exposure to the diversity of a global community occurs in numerous ways that are unique to the small size of the College and local community of Quay County.

Despite the small size of Mesalands Community College, a number of unique course and program offerings attract a diverse student population from around the country and the world. Unique courses include dinosaur excavations digs and bronze pours, while unique programs include Farrier Science, Paleontology, Fine Arts Weaving, Artistic Silversmithing, and Wind Energy Technology. The College also has an Intercollegiate Rodeo Team that competes in the Grand Canyon Region. As a result of these unique opportunities, programs and course offerings, the College has enrolled students from 43 of the 50 states, including Hawaii and Alaska, as well as international students from Canada, Mexico, Australia, Belize, Germany, Italy and Israel. This provides students and community members with a rare opportunity to work and study with diverse individuals in unique situations. In fact, local community grade schools have

drawn on the College's international student body to act as guest speakers at their International Week events.

Students are exposed to human and cultural diversity through GE curriculum requirements, including an assortment of social and behavioral sciences, humanities and fine arts, and laboratory science courses. An eclectic assortment of courses in the GE core allow students to gain the knowledge and skills necessary to be active and productive members in a diverse, globalized economy. A **Reference List for Required and Elective Courses** is available in the *2013-2014 Catalog*, page 76.

The College's HSI-STEM grant-funded MSLC addresses the needs of Hispanic and underrepresented students. This grant recognizes the challenges of educating students to successfully work in a global environment that requires expertise in the science, technology, engineering, mathematical and health sciences fields.

Diversity of educational opportunities is also made available through the College's Community Education Program for those who are interested in life-long learning opportunities outside the college degree or certificate programs. The annual Summer Adventure Camp exposes the community youth to an assortment of classes and activities, including, but not limited to, Mural Painting, Sleeping with the Dinosaurs, Dino Dig, and Kid's Physical Activity Camp. The Strong Seniors Stay Young chair-based exercise class for those 55 years of age and older offers year-round opportunities for that population to maintain independence through a focus on the improvement of strength, balance and flexibility while concurrently improving their abilities to perform the activities of daily living. The Community Education Program has also successfully offered other opportunities including:

- home weatherization
- car maintenance,
- solar energy opportunities,
- "Set Your Book on Fire….Kindle Fire That Is" about the ins and outs of getting published and selling books on Amazon.com's Kindle store
- play by play interactive class on the game of American Football called the "Women's Guide to Football."

ABE, ESL and GED services are also available at the College for those seeking to improve future opportunities for themselves and their families. These services are critical to the success of those living in this economically depressed city, county, and state.

In 2013, the College hosted The Department of Veterans Affairs-Readjustment Counseling Services, i.e., Mobile Vet Center, for veteran outreach. The Mobile Vet Center offered free counseling to returning veterans and their families in

dealing with the effects of war including post-traumatic stress disorder, military sexual trauma, and bereavement counseling.

Co-curricular programming listed under *3.E.1* also reflects the College's recognition of the human and cultural diversity of the world in which students live and work. These activities and programs significantly contribute to the formal and informal educational experience of the students.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and Mesalands Community College's mission.

As a comprehensive community college, Mesalands Community College's primary focus is teaching. Therefore, the vast majority of the students' and faculty members' contribution to scholarship, creative work and the discovery of knowledge is a direct result of classroom activities related to teaching. This is evident in many different and substantial ways, some of which are described below:

- Three College students (accompanied by two faculty) presented their findings of three ischia bones (part of the hip) that represent a possible new species of poposauroid pseudosuchian. These bones are from the Upper Triassic period, and are approximately 200-210 million years old. They were discovered in Quay County during a summer paleontology field research class sponsored by the College. Poposauroids were reptile-like animals that walked on two legs and were about eight feet long (head to tail). The reptile lacked teeth, which indicates that they were probably plant-eaters. Bones of these animals have only been found in northern New Mexico and west Texas. The presentation was made at the first annual Community College Undergraduate Research Initiative (CCURI) on March 22-24, 2013, in Bethesda, MD. This conference, funded by the National Science Foundation, was used to collect data from community college faculty members who conduct research, while identifying the barriers that makes it difficult to implement and sustain an undergraduate research program.
- A College geology student's research project was accepted by the CCURI for presentation at the Fall 2013 Colloquium in Philadelphia, November 1-3, 2013. The student conducted water research at Conchas Dam, in collaboration with the U.S. Army Corps of Engineers. The student analyzed the plankton count, pH measurements, and the dissolved oxygen readings, to research how the drought conditions in New Mexico impact the concentration of dissolved oxygen and how this may affect macro-invertebrates. Only 40 student research projects were accepted from colleges throughout the country. Performing undergraduate research meets the initiatives of both the College and the Army Corps of Engineers to improve student access and success in Science, Technology, Engineering and Mathematics (STEM) disciplines.

- Two College students also attended the New Mexico Academy of Science and New Mexico Experimental Program to Stimulate Competitive Research Annual Meeting and Symposium in Albuquerque, NM, in November of 2013. This event was an open forum for sharing results of research and teaching on "Impacts of Climate Change on Water in New Mexico" and "Sustaining Energy Development in New Mexico."
- The summer of 2013 was the second year for the Texas Tech Summer Math Academy partnership between Texas Tech and Mesalands Community College.
- In 2013, two College students and one faculty member traveled to Copenhagen, Denmark, to learn more about global perspectives in sustainable development. This Business special topics course was part of the Community Colleges for International Development, Inc, "Troika Study Abroad Programs." The primary objective of this program is to provide community college students with greater access to study abroad opportunities, as well as unique faculty professional opportunities.
- A College student attended the National Youth Leadership Forum on Law (NYFL) and Crime Scene Investigation (CSI), on July 16-21, 2013, in Washington D.C. This summer program introduced students to challenging careers in the legal profession and forensic science.
- Dr. Forrest Kaatz, Director of Institutional Research and Development and adjunct faculty member, had two articles accepted for publication in December 2012 in the *International Journal of Mathematical Chemistry*:
  - Power Law Statistics of Rippled Grapheme Nanoflakes
  - Statistical Properties of Carbon Nanostructures
- In 2010, Mesalands Community College and the Mechanical and Aerospace Engineering Department at the University of California, Los Angeles (UCLA), signed a memorandum of understanding to allow students from UCLA to utilize the commercial-size turbine and the facilities at the North American Wind Research and Training Center. The UCLA students were studying how to improve performance of turbine blades. Students from UCLA also completed a week-long course in Wind Energy Technology at Mesalands Community College.
- Mesalands has also partnered with the Mechanical Engineering and Material Science Department at Washington University in St. Louis, Missouri, Sandia National Laboratories of Albuquerque, New Mexico, and with the New Mexico Institute of Mining and Technology (NM Tech) in Socorro, New Mexico, to conduct wind energy-related research at the Wind Center. Research projects with these universities are scheduled to continue. NM Tech has scheduled research on the College's turbine to analyze the validity of the specifications.
- The North American Wind Research and Training Center (NAWRTC) at Mesalands Community College shared data with researchers from the NM Tech to further develop their graduate research projects in wind energy. NM Tech utilized the data collected from the 1.5 megawatt wind turbine at Mesalands Community College to study the impact wind farms have on the behavior and stability of the electrical grid.

- Dr. Axel Hungerbuehler, Natural Science faculty member and Museum Curator, coauthored two articles published in the September 2012 issue of the *Earth and Environmental Science Transactions of the Royal Society of Edinburgh*:
  - The taxonomic status of the phytosaurs (Archosauriformes) Machaeroprosopus and Pseudopalatus from the Late Triassic of the western United States
  - Cranial anatomy of the Late Triassic phytosaur Machaeroprosopus, with the description of a new species from West Texas
- Mesalands Community College held their 15th Annual Iron Pour. This unique course allows students to create stunning pieces of art out of cast iron. Students from eight different states participated.
- Various Art Shows by fine arts students including the Senior Capstone Show, are exhibited in the College Library.
- The New Bronze Age Art Show hosted by The Governor's Gallery in Santa Fe (September 2006) exhibited bronze pieces created by College fine arts students and is presently part of the Mesalands Community College Dinosaur Museum gallery.
- The Building Trade students demonstrated their carpentry skills in constructing houses and the announcer's stand at the rodeo arena.
- Mesalands Community College hosted an Artistic Silversmithing Open House on Wednesday, November 28, 2012, in the Farrier Complex, located in Building D. Attendees to the event had the opportunity to view the newly remodeled engraving and fabrication laboratories, the new state-of-the-art equipment, and view the work created by College students as they acquire a trade in the silversmithing field.
- In the fall 2013 semester, Russell Yates, world renowned silversmith, taught a bit and spur making course at the College. Mr. Yates' work has been displayed at the Cowboy Hall of Fame in Oklahoma City, OK. He will be teaching additional courses for the College in future semesters.

3.C. Mesalands Community College has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. Mesalands Community College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Sufficient Numbers And Continuity Of Faculty Members To Carry Out Both The Classroom And Non-Classroom Roles Of Faculty

The number of full-time faculty has remained relatively consistent since the previous HLC reaccreditation in 2004, as can be seen in the following table:

Table 3.3: Faculty Degree Level by Year

	Fall 2005		Fall 2009		Fall 2013	
Degree Level	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Doctorate Degree	3	3	3	0	3	5
Master's Degree Professional Degree	6	16	6	16	7	29
Baccalaureate Degree	1	5	2	2	1	4
Associate Degree	3	2	1	1	1	3
Equivalent Experience*	1	1	2	0	2	1

*Full-time faculty hired based on professional experience are required to complete at least a bachelor's degree within a specified time period per their contract of employment.

The percent of full-time faculty degree levels at the College compared to the national levels are presented below.

Table 3.4: Full-time Faculty Degree Level

Degree Level	Mesalands Community College Full-Time Faculty	National Community College Full-Time Faculty**
Doctorate Degree	21%	13%
Master's Degree/ Professional Degree	50%	73%
Baccalaureate Degree	7%	11%
Associate Degree	7%	2%
Equivalent Experience*	15%	1%

*Full-time faculty hired based on professional experience are required to complete at least a bachelor's degree within a specified time period per their contract of employment.
** American Association of Community Colleges web site (www.aacc.nche.edu)

Full-time faculty at Mesalands Community College are required to "wear many hats", both inside and outside the classroom. It is not unusual for a faculty member to be charged with multiple duties in addition to their standard teaching load of 15 to 16 credit hours per semester. When deemed appropriate, faculty are compensated for these additional activities above their identified teaching load.

Academic programs are typically one-person departments, with the full-time faculty member acting as program director/lead faculty, and teaching the vast majority of the courses. In their role as program director, the faculty member is responsible for academic advising of students in the program. The faculty is also responsible for implementation and documentation of the plan-do-study-adjust (PDSA) cycle of assessment of student learning. Faculty serve on ad-hoc and standing committees as part of their regular duties as shown in the table below.

Table 3.5: Full-time Faculty Committee Participation

Committee	Full-Time Faculty Membership
Student Learning Assessment Committee	3
Curriculum Coordinating Committee	2
Academic Standards and Issues Committee	2
Institutional Effectiveness, Research and Planning Committee	2
Faculty Council	14 (all full-time faculty)
Faculty Senate	13
Student Affairs Committee	1

The average number of years of service for full-time faculty members is 5.68 years (2012-2013 fiscal year data). The College experienced a 27% turn-over of full-time faculty prior to the 2013-2014 academic year, which is not reflected in this data. The College was successful in replacing all the faculty that left with qualified faculty. A number of the faculty that left prior to the start of the fall 2013 semester are currently teaching as adjunct faculty for the College.

Despite the prevailing trend among colleges and universities, the Mesalands Community College ratio of adjunct faculty to full-time faculty is quite low, and has remained low since the previous HLC reaccreditation in 2004.

Table 3.6: Full-time Faculty to Adjunct Ratio

Semester – Year	Adjunct Faculty to Full-Time Faculty Ratio
Fall – 2005	1.86 to 1
Fall – 2009	1.36 to 1
Fall – 2013	2.80 to 1

Based on data generated for the 2012-2013 IPEDS Survey, the student to faculty ratio is 19.6 to 1.

Oversight of the Curriculum

Mesalands Community College has established a number of standing committees that are responsible for curriculum issues as outlined in the *Faculty Handbook 2010-2011*.

Academic Standards and Issues Committee

The Academic Standards and Issues Committee exists as a regular standing committee of the Academic Affairs Division. This committee acts in an advisory capacity and is responsible for reviewing and evaluating proposals that impact academic standards and issues. This committee presents recommendations on policies, regulations, and procedures that promote institutional scholarship to the Vice President of Academic Affairs (VPAA). The committee is comprised of two faculty members and one professional staff member from Student Affairs. Appointments to the committee are made by the VPAA.

Curriculum Coordinating Committee

The Curriculum Coordinating Committee exists as a regular standing committee of the Academic Affairs Division. This Committee acts in an advisory capacity and is responsible for the review and evaluation of curriculum. This Committee assists in the review of both academic and technical programs through an intermittent review process, while safeguarding the mission of the College. Among the committee's many responsibilities are to review and recommend action to the Vice President of Academic Affairs on new or modified credit-bearing courses and programs of study, to review curricula offered by the institution, review program proposals and revisions, to assist in identifying, developing and implementing an academic review process, and to ensure quality through academic program review. The committee is comprised of two faculty members and one professional from Student Affairs. Appointments to the committee are made by the VPAA.

Faculty Council

The Faculty Council includes all full-time and adjunct faculty, and meets a minimum of twice each fall and spring semesters. The council is designed to provide a vehicle through which faculty can discuss educational issues with the VPAA. As a member of the Executive Cabinet, the VPAA is able to share this information with the President.

Faculty Senate

During the 2011-12 academic year, the Faculty Senate was established as a means of facilitating shared governance between faculty and administration. As part of the Faculty Senate Constitution's stated mission, the Faculty Senate can make recommendations on College policy and governance issues of concern to faculty, advocate for faculty viewpoints on all issues in which faculty perceive themselves as stakeholders, and initiate recommendations for the advancement of the educational mission of the College. The Faculty Senate is in its infancy and not yet a fully functional body.

Expectations for Student Performance/Involvement in Assessment of Student Learning

Mesalands Community College has established expectations and extensive processes for assessment of student learning and achievement of learning goals at the institution, program, and course level, wherever and however learning takes place. These expectations are summarized in the *Faculty Handbook 2010-2011*, pages 20-23. The detailed expectations for student performance at all three levels are clearly stated in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013*. The assessment processes required of all faculty at the College are extensively documented in the *Student Leaning Assessment Model 2013-2014*, and the *Student Learning Assessment Guide for Faculty 2013-2014*.

Student Learning Assessment Committee

The Student Learning Assessment Committee exists as a regular standing committee of the Academic Affairs Division. The committee is charged with planning for, and subsequently overseeing, the implementation of institution-wide assessment of student academic achievement and ensuring that the assessment of student academic achievement is embedded throughout the College. The committee consists of the VPAA, three full-time faculty, two professional staff/adjunct faculty and one student member.

Establishment of Academic Credentials for Instructional Staff

In terms of faculty qualifications, Mesalands Community College follows the guidelines set-forth by the Higher Learning Commission's *Criteria for Accreditation* in **The Assumed Practices, section B.2, Faculty Roles and Qualifications**:

> *"a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established…..When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process."*

All instructor position job descriptions are developed by the VPAA and approved by the Board of Trustees to ensure proper required qualifications. The College's Director of Personnel oversees the hiring process as outlined in the *Administrative Procedures for Position Authorization, Search, Screening, and Selection*. The Director of Personnel is required to review and assess

qualifications of all applicants for the posted position and will reject the candidate based on failure to meet the minimum qualifications identified on the job announcement.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Mesalands Community College has a well-established and clear hiring process that assures appropriately credentialed faculty wherever and however they teach for the College (refer to the **Establishment of Academic Credentials for Instructional Staff** section under *3.C.1*). College faculty who teach at dual credit and correctional facility sites, or in an adjunct role, must meet the same credentialing standards described above.

In order for faculty to remain current in their fields, the College encourages professional development through tuition reimbursement, participation in state and national professional organizations, and attendance at meetings, seminars, and conferences, based on available resources. Faculty requiring area specific certifications, e.g., physical education, must submit proof of currency to Personnel on an annual basis.

Contractual training is managed by the Small Business Development Center. Instructors performing training for the SBDC are credentialed by work experience in the specific field and/or by a degree in the field specified. Instructors can also be credentialed by certification and/or licensure in the specific field (refer to **Contractual Instruction Approval** form).

Mesalands Community College has consortium agreements with the following:

- Guadalupe County Correctional Facility (GCCF)
- Northeastern New Mexico Detention Center (NENMDF)
- New Mexico Women's Correctional Facility (NMWCF)

Instructors at the correctional facilities are hired in one of two ways. Correctional facility instructors can be hired as adjunct faculty who are credentialed and approved by the VPAA with standards set by the College (see 3.C.1, **Establishment of Academic Credentials for Instructional Staff**). Instructors can also be hired by the correctional facility upon approval of credentials by the VPAA. The College has a written Memorandum of Agreement and Understanding with GCCF and NENMDF (Geo Group Corrections (GEO)) that discerns the roles and responsibilities of the College and GEO.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty are evaluated regularly and in accordance with established College procedures as outlined in the *Faculty Appraisal Procedure 2013-2014*. Procedures for the appraisal of faculty are as follows:

1) The VPAA arranges for a designee to administer the **Student Appraisal of Instruction**. This appraisal is completed anonymously by students between midterm and the end of the semester. The appraisal is completed every semester for every class.
2) All faculty annually complete a **Faculty Self-Appraisal**.
3) The **Administrative Appraisal of Instruction Supplement** is completed by the faculty member and attached to the **Faculty Self-Appraisal**.
4) The **Administrative Appraisal of Instruction** is completed annually by the VPAA for full-time faculty and by either the VPAA or the Director of Academic Affairs for adjunct faculty during a class visit while the faculty member conducts a scheduled class.
5) The **Administrative Appraisal of Full-Time Instructor Duties** is completed annually by the VPAA prior to consideration or recommendation of a new contract extension. The faculty member is provided with an opportunity to review, discuss and offer additional comments, but is required to sign the appraisal acknowledging receipt.
6) Upon completion of all of the above steps, the faculty member meets to confer with either the VPAA or the Director of Academic Affairs.

3.C.4. Mesalands Community College has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Mesalands Community College assures that its faculty remain current and proficient in their teaching roles through a variety of ongoing review processes. Faculty are also encouraged to continuously update and improve their teaching skills and subject matter knowledge by participating in different professional development activities independently, or at a local, regional and/or national venues.

As part of the initial screening and hiring process, job announcements specify the required degree and/or professional experience. Faculty candidate applications are screened per the **Establishment of Academic Credentials for Instructional Staff** section under *3.C.1* to ensure they are appropriately credentialed and current in the subject matter the position requires. It is also standard practice for faculty applicants to give a teaching presentation before the hiring committee and the VPAA as an initial indication of the applicant's presentation skills, and currency of discipline. Once hired, faculty are evaluated annually for knowledge of subject, organization of class, classroom management,

instructional techniques, and student rapport (*Faculty Appraisal Procedure 2011-2012*). Faculty are also annually evaluated regarding currency of curriculum and professional growth activities.

Although the College highly encourages faculty to pursue professional development, budgetary constraints have consistently and negatively impacted this pursuit. Despite the lack of funding available for professional development, a 2013 on-line survey of fifteen full-time faculty (73% response rate) indicates participation in the following activities in order to stay current in their respective fields:

- reading professional development articles (journals, periodicals, newsletters)
- attending conferences/seminars/webinars
- pursuing higher degrees
- taking additional courses
- updating and revising curriculum
- reviewing desk copies of books
- networking with other professionals in the same discipline
- memberships in professional societies
- attending workshops

Based on the responses, faculty members spend an average of 1-5 hours per week staying current in their discipline. Limited funding and time constraints were the most common reasons cited for not participating in professional growth opportunities. All of the faculty members responding to the survey stated that they make changes to curriculum/classroom lesson plans based on professional growth opportunities.

3.C.5. Instructors are accessible for student inquiry.

Students have numerous opportunities to meet with instructors for inquiry, mentoring, and advising. Faculty are required to establish and maintain posted office hours that are designed to give students arranged and consistent access to instructors for academic assistance (*Faculty Handbook 2010-2011*). At the beginning of every semester, faculty are required to submit a **Faculty Course and Office Hours** form to the VPAA for approval. This form identifies hours when the instructor is available in their office. Faculty teaching 15-20 credit hours are required to maintain 10 office hours per week for the entire semester. Faculty teaching 25 or more contact hours post a minimum of five office hours per week for the duration of the semester. Adjunct faculty teaching less than 15 hours per week establish .5 office hours per credit hour. This is also required of adjunct faculty teaching in dual enrollment, corrections, and distance education courses. Approved office hours are posted on the instructors' office door, identified in the course syllabus, and kept on file by Student Affairs for distribution to students upon request. Course syllabi also include additional faculty contact information such as office phone numbers and College email addresses.

Although it is not required, some faculty choose to include their personal phone numbers and email addresses.

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Mesalands Community College assures that student support services staff members are appropriately qualified to provide students with the critical services to help students succeed at the College. This is accomplished through the hiring process, adequate training upon employment, and appropriate professional development opportunities deemed necessary to remain up-to-date.

Tutoring

The Math Science Learning Center (MSLC) offers free tutoring in core math and science courses. Degreed professional who tutor students include the Director of the Educational Services Center, the STEM Math Specialist, the STEM Curriculum Coordinator, and the Educational Services Center Facilitator. Student tutors for the Math-Science Learning Center (MSLC) must complete the application process to make certain they are qualified to tutor students in those subject areas. The applicant must have a high school diploma, GED or higher, and maintain a 3.0 or higher GPA. All tutors are required to attend a mandatory training session prior to tutoring, and training is conducted as needed throughout the semester.

Peer tutoring is available each semester in the Educational Services Center. Peer tutoring provides students with additional help in specific subject areas offered through the Pre-Collegiate Program. Peer Tutors are qualified individuals who have progressed through their studies and are willing to help fellow students. Computer software and other learning aids are also available for some programs.

The Integrated Basic Education Skills Training grant (I-BEST) sponsored by the U.S. Department of Labor is designed to help students earn an occupational certificate, while completing their GED. The goal of this grant is to assist Adult Basic Education (ABE) students through intensive tutoring to succeed in college-level technical programs and complete post-secondary credentials in fields offering good wages and career development. Mesalands Community College has currently selected two programs (Farrier Science and Wind Energy Technology) as I-BEST programs. The College plans on increasing the number of programs using the I-BEST model. Upon successful completion of these programs, students will receive their high school equivalency and an Occupational Certificate. The Educational Services Center Facilitator team-teaches with the Farrier Science faculty to fully implement I-BEST while the Wind Energy Technology program utilizes a tutor-teaching model.

Financial Aid Advising

The Director of Financial Aid is responsible for all financial aid and scholarship activities. The Director of Financial Aid attends state and federal training and conferences to maintain currency. The Office of Financial Aid is housed in the Student Affairs area along with Admissions and Advising/Registration. Having these services located in the same area enhances student access to multiple services as part of a "one-stop-shop" approach.

Academic Advising

Full-time faculty are primarily responsible for student academic and vocational advising. The Director of Enrollment Management assigns faculty a list of student advisees based on the students self-identified program of study. Faculty typically advise students who are pursuing a certificate or degree in the faculty's academic area/professional discipline.

Although advising is the primary responsibility of faculty, the Vice President of Academic Affairs, Vice President of Student Affairs, Director of Academic Affairs, Director of Enrollment Management, Retention Specialist, College Recruiter, Student Services Specialist, adjunct faculty, and the Director of Financial Aid provide academic advising to students to aid in their success at Mesalands Community College. All faculty and staff providing academic advising hold appropriate educational credentials and are appropriately trained in advising.

Retention

Although retention efforts are the responsibility of all faculty and staff at Mesalands Community College, Students Affairs is charged with the development and implementation of the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*. Refer to *4.C.1* and the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pages 51-60, for a detailed description of retention-related initiatives and the responsibilities of various Student Affairs staff. A full-time Retention Specialist is charged with leading these efforts in the STEM-related courses.

Dual Enrollment and Corrections

The Director of Academic Affairs, a full-time Academic Affairs Specialist, and a part-time Off-Campus Programs Secretary manage the development and delivery of Dual Credit courses and academic programming at the correction facilities.

Adult Basic Education

The Educational Services Center (ESC) facilitates the ABE program which encompasses programs including, General Education Development (GED), English as a Second Language (ESL), U.S. Citizenship, and tutoring. The Director of Educational Services Center, the Educational Services Center Facilitator, and a number of supplemental instruction leaders administer these services.

The supplemental instruction leaders are key people in the program (students or teachers) who have demonstrated competence in the course that they are leaders in, or a comparable course. The supplemental instruction leaders have successfully completed the courses in which they are teaching and have a high school diploma, GED and maintain an overall GPA of 3.0, and maintain excellent communication and interpersonal skills. Math tutors for the ESC are recommended by Math faculty members and must apply for the position.

Training and Professional Development

All professional development activities completed by faculty and staff are presented monthly to the Board of Trustees, per *Board Policies* which states "[a] report of financial and educational activities of the academic year are to be submitted to the Board by the President of the College during Board meetings." (*Board Policies*, page 59, subsection 9.1.2).

Mesalands Community College supports professional development and training as evidenced by the above mentioned Board of Trustees policies. A selection of the professional development/training is as follows:

- Jenzabar on-site training
- Power FAIDS (financial aid software) on-site training
- Federal Student Aid Conference
- National Association of Foreign Student Advisors (NAFSA) Conference
- Rocky Mountain Association of Collegiate Registrars and Admissions Officers Conference
- New Mexico Veterans Affairs Certifying Official's Annual Conference
- Student and Exchange Visitor Information System
- New Mexico Higher Education Assessment and Retention (NMHEAR)
- New Mexico Higher Education Developmental Education Conference

Co-Curricular Activities

Co-curricular activities complementing the development of well-rounded students are developed and implemented by Student Affairs Specialists. Duties include, but are not limited to, planning and implementing student activities and special events, and actively working with student organizations.

3.D. Mesalands Community College provides support for student learning and effective teaching.

Mesalands Community College provides students and faculty the necessary infrastructure to effectively support the teaching-learning relationship inherent to student academic achievement. The College supports state-of-the-art science laboratories, art laboratories, open and course-specific computer labs with applicable computer software, appropriate classroom space, and a Library that fully supports program-specific needs. The College further supports student success through a variety of support services including pre-collegiate classes, tutoring, Adult Basic Education, and financial and academic advising.

Students entering college for the first time receive placement testing, advising and a new student orientation to enhance future success. All new students pursuing a degree are also required to take ACS 100: Student College Success within the first 12 credit hours of enrollment. This course is designed to assist students in obtaining the skills and tools necessary to reach their educational, career, and personal goals.

3.D.1. Mesalands Community College provides student support services suited to the needs of its student populations.

Mesalands Community College provides an eclectic assortment of student support services to enhance student success and academic achievement. These support services are offered through the Academic Affairs Division, the Student Affairs Division, and the President's Division of the College.

STUDENT AFFAIRS DIVISION

The students' first encounter with the College will most likely occur with the Student Affairs Division.

Enrollment Management

Mesalands Community College has an open admissions policy that allows qualified students to enroll in degree and certificate programs based on their ability to benefit and based on their completion of high school, General Equivalency Diploma, or placement test results. Students can apply for admissions to the College either on-line or through a hard-copy application that can be picked up at the Office of Enrollment Management. Enrollment Management personnel help students navigate the admission and registration process as outlined in the *2013-2014 Catalog*, pages 15-17.

As outlined in the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*, the College implements a number of retention initiatives which provide student support with the goal of enhancing student success and academic achievement. The Office of Enrollment Management is responsible for implementing these and numerous other support-related activities each semester.

- The Teaching Learning Caring [TLC] program identifies students that are "at risk" and in need of "extra attention from their instructors" and who are in pre-collegiate courses, are general education development (GED) graduates, or those with a grade point average below a 2.0. Faculty are required to meet with each TLC student within the first two weeks of the semester. In the fall 2012 semester, a group of 94 students were identified as TLC students. Faculty members conducted a total of 425 TLC students visits, representing 94% of full-time faculty and 64% of adjunct faculty.
- The Ten-day Ten-percent Program randomly checks on students and makes inquiries as to how they are doing with their schooling. On the tenth day of each semester, a 10% sampling of the College population is contacted via telephone, and asked how the semester is progressing. If students have a complaint or are struggling with an issue, every effort is made to find a solution.

Financial Aid

Financial Aid is responsible for all financial aid and scholarship activities. The office manages a number of federal, state and Foundation grants and scholarships based on financial need and/or academic ability. Specific information on financial aid processes and availability are outlined in the *2013-2014 Catalog*, pages 18-22.

Housing

Mesalands Community College does not have dormitories available for students. In order to simplify the process for students and their families in locating appropriate housing, the College publishes an annual student housing opportunities brochure as a primary source of information about housing options available in the local community. It lists contact information for apartments, motels, recreational vehicle facilities, as well as long-term lodging for those who qualify.

ACADEMIC AFFAIRS DIVISION

Educational Services Center

The Educational Services Center (ESC) offers a wide-range of learning services and resources for qualified learners. The ESC provides both new and returning

students the opportunities to develop and expand educational skills at a number of levels with the goal of enhancing student success, student learning and academic achievement.

- Success Assessment/Placement Testing - COMPASS testing is used to place students in appropriate math, English and reading classes. Proper placement of students in appropriately challenging courses ensures student success while enrolled at Mesalands Community College. Students who score below prescribed levels will be placed in Adult Basic Education courses prior to enrolling in regular college courses.
- General Education Development (GED) - The GED testing services offers students 16 years of age or older an opportunity to earn a high school diploma. Students are pretested in the areas of mathematics, literature, reading, writing, social studies and science. Comparisons are made to what levels are required for a high school education. Students are then required to complete review work prior to beginning the GED curriculum. The College provides free classes and materials to prepare students for the test. Upon successful completion of the GED, students are awarded a New Mexico High School Diploma. Individuals who pass the GED are eligible for the Presidential GED Scholarship, covering tuition up to 15 credit hours, to attend Mesalands Community College the following semester.
- English as a Second Language (ESL) - The College provides free classes and materials for improving spoken English as well as reading, writing and conversation skills.
- Citizenship - Prepares students with material and instruction on United States government, history, citizen rights, etc. required to pass the Citizenship Test to become a citizen of the United States.
- Student Support
  - Peer Tutoring provides students with additional help in specific subject areas offered through the Pre-Collegiate Program. Computer software and other learning aids are also available for some programs.
  - Intervention Support takes place when faculty or advising staff refer a student for additional assistance in academics, basic skill building, or other related areas.
  - Study Skills enhancement through audio-visual materials, software programs and individual assistance are available to students.
  - Career Guidance services include career information, education requirements, employment trends and career interest screenings.
  - Success Workshops are provided each semester and include such topics as test-taking skills, math anxiety skills (offered by the MSLC), academic success strategies, and time management.

Library

The Library supports the academic goals of the College as well as the leisure and multimedia needs of qualified students. The full-time Library Director holds a

Master of Library and Information Science degree, and is assisted by a full-time Library Technical Assistant. The College Library maintains significant resources (*New Mexico Consortium of Academic Libraries 2010 Academic Library Statistics*) including the following:

- Book collection (approximately 20,000 volumes)
- Electronic databases (approximately 70)
- Interlibrary loan
- Approximately 800 audiovisual titles

PRESIDENT'S DIVISION

Small Business Development Center

The Small Business Development Center (SBDC) at Mesalands Community College serves small businesses in Quay, Guadalupe, Union, and Harding counties with a full-time office. The SBDC exists to facilitate entrepreneurial education and business assistance activities, to promote community-based business development, and to foster cooperative relationships with business assistance providers statewide. The SBDC offers:

- management and start-up consulting
- business plan and loan package assistance
- access to computers, the Internet, and business software
- connections to other service providers
- workforce training

Information Technology

The Institutional Technology Department provides support for students engaged in distance education courses including internet courses using Moodle, webcast, podcast, and Digital Interactive Television. The Director of Distance Education in the Academic Affairs Division provides both support and training for students, faculty, and staff.

3.D.2. Mesalands Community College provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Mesalands Community College has an extensive number of programs and services that prepare incoming students to be successful in their higher education pursuits. Adult Basic Education services for students that are not yet college-ready include General Education Development, and English as a Second Language. Processes for identifying and directing students into courses and programs for which they are adequately prepared include placement testing and

career exploration. All students are also provided continual academic support during their tenure at the College via new student orientation, ACS 100: Student College Success, tutoring and skill development services, and technology training.

Adult Basic Education

Adult Basic Education ((ABE) (includes General Education Development and English as a Second Language programs)) fosters and assists the educational needs of those students who desire to improve their basic education skills. The programs maintain a commitment to recruiting, retaining, educating, and transitioning students to regular higher education course work. Since 2004, 312 students have attained their GEDs through Mesalands Community College. From 2010-2013, 58 of 83 students (70%) who completed their GED at Mesalands Community College went on to enroll in regular collegiate courses at the College.

Placement Testing

Success Assessment/Placement Testing is used to place students in appropriate math, English and reading classes. Proper placement of students in appropriately challenging courses ensures a greater chance of student success while enrolled at Mesalands Community College. Students who score below prescribed levels are placed in pre-collegiate courses including Math 99 and 100, English 99 and 100, and Reading 99 and 100 prior to enrolling in regular college courses. Students not yet prepared for pre-collegiate course work are placed in ABE courses and activities.

Career Exploration

The Educational Service Center provides access to the *Career Exploration Inventory* which helps students visualize their personal goals while considering their past, present, and future interests. The inventory matches these interest areas with related jobs, education and training options, and leisure activities with the goal of helping students, job seekers, and others focus on their top interest areas as they formulate their future plans.

New Student Orientation

First time college students are presented with an opportunity to attend New Student Orientation during the first week of both the fall and spring semesters. Topic discussions include, but are not limited to, highlights of the Student Handbook, information technology access and guidelines, learning resources, student learning assessment, meeting numerous staff members, etc.

ACS 100: Student College Success

All new students pursuing a degree are required to take ACS 100: Student College Success within the first 12 credit hours of enrollment. This course is designed to assist students in obtaining the skills and tools necessary to reach their educational, career, and personal goals. Topics include career and life planning, decision making, time management, test-taking strategies, study techniques, question-asking skills, library use, assessment of student learning, general education rubrics, and personal and ethical issues that they may face as college students.

Tutoring and Skill Development

The Math Science Learning Center (MSLC) offers free tutoring in core math and science courses. The MSLC also offers workshops dealing with math anxiety and test taking strategies.

Peer tutoring is available each semester in the Educational Services Center. Peer tutoring provides students with additional help in specific subject areas offered through the Pre-Collegiate Program. Peer Tutors are qualified individuals who have successfully completed specific course-work and are willing to help fellow students. Computer software and other learning aids are also available for some programs.

The Integrated Basic Education Skills Training grant (I-BEST), sponsored by the U.S. Department of Labor, is designed to help students earn an occupational certificate while concurrently completing their GED. The goal of this grant is to assist Adult Basic Education (ABE) students to succeed through intensive tutoring in college-level technical programs and complete post-secondary credentials in fields offering good wages and career development.

Technology Training

Prior to enrolling in an Internet course, all students are required to complete CIS 129: Moodle Orientation. This course provides students with a working knowledge of the College's Internet courses using the Moodle platform. Students learn terms and skills necessary to submit homework assignments, use the class discussion board, and how to send emails within Internet courses. The Director of Distance Education is also available to students, faculty, and staff for their academic-related institutional technology needs.

The Institutional Technology Department also provides training and support for students engaged in other forms of distance education: Webcast, Podcast, and Digital Interactive Television. Students, faculty and staff can formally request technology support by submitting an electronic work request to support@mesalands.edu and "stating the problem with as much information as

you think might be needed to help identify which device, which room, which building, etc. The system will automatically generate a ticket which IT will categorize and prioritize."

3.D.3. Mesalands Community College provides academic advising suited to its programs and the needs of its students.

Full-time faculty are primarily responsible for student academic and vocational advising. The Office of Enrollment Management is responsible for assigning faculty advisors to students. Assignments are made based on the students self-identified **Plan of Study**. Faculty typically advise students who are pursuing a certificate or degree in that member's academic area/professional discipline. Faculty advisors are available to students throughout the semester during posted office hours, by appointment, during enrollment days prior to the beginning of every semester, and through email and phone contact.

Although advising is the primary responsibility of faculty, the Vice President of Academic Affairs, Vice President of Student Affairs, Director of Academic Affairs, Director of Enrollment Management, Retention Specialist, College Recruiter, Student Affairs Specialist, Academic Affairs Specialist, and Director of Financial Aid provide academic advising to students to aid in their success. This includes assisting students with resolving problems and finding alternative solutions, referrals for study skills, tutoring, and adjustments to college life. These services are available to all qualified students. The Director of Academic Affairs is responsible for dual credit advising of high school students as they plan to transition to a post-secondary institution. Dual enrollment students are advised by their high school academic advisors as it relates to meeting their high school graduation requirements. The Academic Affairs Specialist is responsible for the academic advising of corrections students. All faculty and staff providing academic advising are appropriately trained in advising by the VPAA.

New and returning students meet with their faculty advisors to choose a degree or certificate plan of study, and select appropriate courses before registering each semester. Degree **Plans of Study** are available on the College Website, in the Catalog, and at the Office of Enrollment Management. With future implementation of the new Jenzabar enterprise resource planning system, students will be required to have their faculty advisor electronically sign off on the course selection prior to enrollment to ensure that students are taking appropriate courses. The Jenzabar system will also automatically track course and program completion by cataloging required course work versus electives to ensure the student is making adequate and timely progress towards graduation.

The Educational Services Center staff support students with academic advising, career information, testing, study skills development, and tutoring services.

All students are ultimately responsible for decisions regarding their own course selection and degree/certificate plans. In addition to the advising services listed above, students are given additional information to make well-informed decisions regarding their academic pursuits at Mesalands Community College. Significant information is presented in the *2013-2014 Catalog* regarding degree and certificate curriculum requirements, course requirements and electives, and course descriptions.

3.D.4. Mesalands Community College provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to College's offerings).

In order to fully support its mission statement of promoting student learning through quality education, the College maintains an appropriate and unique infrastructure and resources to establish a teaching and learning environment conducive to improving student success.

Laboratories

State-of-the-art and extensive laboratories include the following:

- Life Science Laboratory, room A111
- Physical Science Laboratory, room A120
- Health and Wellness Facility, room A235
- Mesalands Dinosaur Museum and Natural Science Laboratory, room F406
- Electrical Laboratory, room E712
- Electro-Mechanical Laboratory, room E705
- Turbine Blade Bay, room E700
- General Electric 1.5 megawatt ESS wind turbine
  - Serves a dual purpose by producing 3,650,000 megawatts/year (which is enough electrical energy for an average of 400 homes) and provides a training laboratory for the Wind Energy Technology (WET) students.
- Welding Laboratory, room C311
- Auto-Diesel Laboratory, room C308
- Farrier Science Laboratory/Horse Shoeing Arena, room D523
  - Clinical Practice and Boarding Facilities, Building H
- Metal Casting Foundry and Fine Arts Laboratory, room D501
- Building Trades facility, Building C

Library and Learning Centers

The College Library maintains significant resources (*New Mexico Consortium of Academic Libraries 2010 Academic Library Statistics*):

- Book collection (approximately 20,000 volumes)
- Approximately 70 electronic databases
- Interlibrary loan
- Approximately 800 audiovisual materials
    - Additional reference materials are located in the Educational Services Center, Small Business Development Center, North American Wind Research and Training Center, and Math-Science Learning Center.
    - The Mesalands Community College Dinosaur and Natural Science Laboratory has a collection of books and fossil specimens specific to the needs of the Natural Science Program that includes the Paleontology and Geology options.

Learning centers include the following:

- Library, room A103
- Small Business Development Center, room C301
- Small Business Development Center Laboratory, room C312
- The Math-Science Learning Center (MSLC), room A110
- Educational Services Center (ESC), room A125

Mesalands Community College Dinosaur Museum and Natural Science Laboratory

The Mesalands Community College Dinosaur Museum and Natural Science Laboratory houses roughly 50,000 natural history objects. Approximately 15% of the entire collection (7,000 objects) are entered in the Museum catalog or have been itemized in lists. In decreasing order of numbers and importance, the collections include fossils (most significant from a scientific point of view are Triassic Period vertebrates from eastern New Mexico, Pennsylvanian Period plants from the Midwest, and 20 bronze replicas of fossils, ranging from single bones to complete skeletons of all ages), minerals, rock specimens, and a small number of zoology objects.

Computer Laboratories

- Computer Laboratory, room A114
- Open Computer Laboratory, room A108
- Life Science Laboratory, room A111
- Computer Laboratory, room E704.

Performance Spaces

- Theater presentations are frequently held in the Barry Lecture Hall (E701) which seats approximately 80.
- The Turbine Blade Bay, located in the North American Wind Research and Training Center (NAWRTC) (room E700), is a 12,192 square foot, climate

controlled area used to host intramural sporting events (e.g., 3-on-3 basketball and dodge ball), community events (e.g., Cinco de Mayo Celebration), and community education activities (e.g., Kid's Physical Activity Camp).
- The Great Room (A222, A223, A224) is approximately 3,630 square feet and can seat 500.

Distance Learning

The College maintains the infrastructure to provide a variety of distance learning courses that allow students to take courses at their own convenience. Modes of instruction include Internet, Webcast/Video College courses, digital ITV, and Podcasting.

- Internet courses utilize the Moodle learning management system (LMS).
- Webcast/Video College courses are delivered through the Internet via an integrated instructional system that generally includes lectures, textbooks, and a variety of other instructional materials.
- Digital Interactive Television (DITV) courses are similar to video conferencing, including two-way instruction with audio and visual capabilities.
- Podcasting offers a new and exciting method of taking classes. Students watch and/or listen to professionally produced course lectures on an iPod, personal video player, personal or College computer.

3.D.5. Mesalands Community College provides to students guidance in the effective use of research and information resources.

The College provides students instruction in, and assesses the use of, research methodologies and information resources throughout their college experience.

- Within the first 12 credit hours of enrollment, students are required to take ACS 100: Student College Success which includes topics such as library research skills.
- The College Library occasionally hosts workshops on how to use the approximately 70 available databases to conduct research.
- ENG 104: English Composition and Research, a required course for most degree programs, spends significant time instructing students on the use of utilizing the Library and its resources to conduct research.
- The Writing Across the Curriculum initiative, which is mandatory for every faculty member every semester, requires instruction on the proper incorporation and citation of outside sources in writing assignments.
- The Math-Science Learning Center provides instruction in research-related topics.
- Any student enrolled in an Internet course must first complete CIS 129: Moodle Orientation. This course assists students in how to utilize this platform in order to optimize their learning.

In order to provide all students with further instruction in research methodology as it relates to scientific reasoning and critical thinking, all College faculty are required to evaluate these GE competencies (utilizing the College rubrics) based on the following schedule:

Table 3.7: General Education Competencies Program Reporting Schedule

Report Year	Academic Cycle	General Education Competencies* Assessed
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and **Critical Thinking**
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical or **Scientific Reasoning** and Informational Technology
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and **Critical Thinking**
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical or **Scientific Reasoning** and Informational Technology
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing

The goal of this assessment schedule is to ensure that the College is providing students with meaningful instruction in the use and application of sound research principles involving the scientific method and critical thinking skills. The **Scientific Reasoning Rubric** and the **Critical Thinking Rubric** are used to assess whether or not students are understanding and applying the effective use of proper research protocols and etiquette. Results from these assessments indicate whether or not the College as a whole needs to make changes in its efforts to instruct students in the proper application of research principles.

Based on this schedule, the College also ensures that students are provided guidance in the appropriate use of information resources. Using the **Information Technology Rubric**, assessment of all College students evaluates whether or not students use "a search engine to access, navigate and evaluate information on the internet." This rubric also assesses students' basic computer and operating skills and ability to perform Microsoft Office applications core tasks.

3.E. Mesalands Community College fulfills the claims it makes for an enriched educational environment.

Despite its small size, the College provides an educational environment that enriches the lives of its students, faculty, staff, and community members.

3.E.1. Co-curricular programs are suited to Mesalands Community College's mission and contribute to the educational experience of its students.

Co-curricular activities outside the regular academic curriculum of the College, but complementing the development of a well-rounded student, take the form of a vast array of activities including student organizations, art exhibitions, intramural sports, entertainment, and community and cultural activities to name a few. These activities support the College's mission of facilitating personal growth, fostering social responsibility, and responding to the diverse needs of the student body and community.

Student Organizations

Student organizations are an important part of engaging students in learning opportunities outside the classroom. Student organizations reflect the diversity and interests of the College's student population and include the following:

- Astronomy Club
- Chi Alpha/College Christian Fellowship
- Gamers Club
- General Education Development (GED) Club
- Horse Club
- Mesalands Experienced Student Association (MESA)
- Native American Club
- Natural Sciences Club
- Phi Theta Kappa International Honor Society
- Power Technology Club
- Rodeo Club
- Skills USA Club
- Spanish Club
- Student Horseshoers Organization for Excellence (S.H.O.E.)
- Entrepreneurial Action Us (EnActUs)
- Wind Energy Technology Club

Intercollegiate Sports

Intercollegiate Rodeo was introduced as Mesalands Community College's first and only intercollegiate sport in the fall semester of 1998. The College is a member of the National Intercollegiate Rodeo Association and competes in the Grand Canyon Region, which includes colleges and universities from New Mexico and Arizona. The coeducational team competes in rodeos in the fall and spring semesters. Students must meet national eligibility requirements and be enrolled full-time in order to participate in the college rodeos throughout the region. The top athletes from the region compete in the College National Finals Rodeo in June of each year. Student-athletes from 15 states and 3 foreign

countries represented Mesalands Community College during the 2012-2013 rodeo season.

Numerous Stampede Week community activities were held in conjunction with the on-campus Mesalands Rodeo on October 11-12, 2013. Events included a chili cook-off competition, a meet the Stampede student-athletes for the community, and a three band concert.

In June of 2013, ten student-athletes competed in the College National Finals Rodeo, two of whom were International students. There were 4 Academic All-American Rodeo Students in 2012. This honor is bestowed to students who have a 3.5 cumulative grade point average (GPA) and qualified for the 2012 College National Finals Rodeo (CNFR) in Casper Wyoming. There were 50 students in the nation that received this award. Mesalands Community College leads the nation with 16 Academic All-Americans over the course of the past five years. The College also had the most students from a single institution to receive this award in 2012.

Intramural Sports

The following intramural sports are offered either during the fall or spring semesters:

- 3-on-3 basketball
- Dodge ball
- Mud volleyball
- Ultimate Frisbee
- Volleyball

Although intramural sports are typically reserved for students, faculty and staff, the College's dodge ball tournament is open to community participants. In 2012, 6 community teams participated against 7 college teams in the annual dodge ball tournament.

Cultural and Community Activities

The College hosts a number of annual social events and activities for the community, including:

- Cinco de Mayo, celebrating Hispanic culture with 200 community, students, and staff (2013 numbers) attending.
- Cultural Diversity Day Potluck
- Black History Month
- Ethnic Food Demonstrations (including Navajo Tacos, Sushi Making, and Tortilla Making)
- Women's Day

- Constitution Day
- Breast Cancer Awareness Week
- Lighting of the Courtyard and pictures with Santa Claus
- Holiday Light Parade float
- Pictures with the Easter Bunny
- The “Haunted Halloween Museum” at the Dinosaur Museum
- Native American Heritage Week, celebrating the American-Indian culture. Approximately 560 community, students, and staff (2013) attended the dance demonstration of the Crown Dancers from the White Mountain Apache Tribe.

Entertainment

Student Affairs and the Student Government Association sponsor numerous entertainment-related activities and programs throughout the year. The majority of the activities are open to the community and include, but are not limited to, the following:

- Open Mic Night and Karaoke
- Gamers Club Lock-ins
- The Loren Kahn Puppet and Object Theatre
- Cowboy Poet
- Mariachi Band
- Quay County for Arts Humanities performances
- Thrill County Band
- Annual Halloween Costume Competition and Dance
- Mariachi performance with 82 in attendance (March 14, 2012).

Art Exhibitions

- Annual Iron Pour-including Feeding the Starving Artists night when College and community members prepare dinner for the out-of-town artists participating in the pour.
- Annual Student Art Show in the Library

Community Education

- Computer Classes
- Living Wills, Advanced Health Care Directive Seminar
- Writing Your Will, Simple Estate Planning
- Social Security Information
- Exercise Classes for children and older adults
- Crafts Classes
- Cooking Classes
- Creative Writing Workshop
- Health Information Classes

- Credit Building, Your Credit is an Asset
- Securing Your Job, Brush Up on Basic Office Skills
- Home-Based Businesses
- Federal Emergency Management Administration (FEMA)Training
- Summer Adventure Camp for Kids
- Annual “Sleep with the Dinosaurs” Night at the Museum

3.E.2. Mesalands Community College demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

In addition to those co-curricular programs and activities identified in *3.E.1*, the College further enhances the education experience of its students through research, community engagement and economic development. Students, faculty, and staff have contributed to these endeavors while at the same time enhancing student learning through application and service.

Research

- Section *3.B.5* details many examples of how the College contributes to the students’ research experiences.
- Utilizing equipment purchased through a STEM grant, students at Mesalands Community College Dinosaur Museum and Natural Science Laboratory are presently engaged in a long-term water research project. In cooperation with the Army Corps of Engineers, students collect water and plankton samples, and compile and interpret data collected over the past 70 years. Combining this data with the data provided by the Army Corps, Mesalands Community College Dinosaur Museum and Natural Science Laboratory is studying the effects of the drought occurring in New Mexico for the past decade, as well as the effect of oxygen depletion on macro invertebrates.
- The Paleontology Option Program utilizes the area’s rich fossil resources collected by students from the mesas of Quay County. Mesalands Community College Dinosaur Museum and Natural Sciences Laboratory provides students with the latest equipment for fossil preparation.

Community Engagement

- Annual National Museum Day (73 visitors in 2012 and 144 visitors in 2013)
- National Fossil Days at the Dinosaur Museum (56 visitors in 2012 and 103 visitors in 2013)
- Students, faculty and staff Annual Thanksgiving Dinner
  - 2008 - 50 students, families, employees and 1 prepared turkey
  - 2012 - 221 students and family members, 29 employees and 6 prepared turkeys and 6 prepared hams

Economic Development

- Mesalands Community College's Dinosaur Museum and Natural Science Laboratory has approximately 14,000 visitors each year from 50 states and over 40 foreign countries. Many of these visitors eat, sleep, and shop in Tucumcari thereby economically benefitting the local community.
- The College, its students, faculty and staff have hosted a number of green energy and environmental initiatives and training related activities including:
  - Panel discussion "Water's Role in Tucumcari's Economic Future" on September 20, 2012.
  - Consolidated Renewable Energy Landowners Association (CRELA) Renewable Energy Institute meeting.
    - CRELA is an organized group of landowners in Northeast New Mexico that own over 2 million acres of land. They have formed this organization/support network to provide a resource for their members to further learn about wind generated renewable energy and the legal provisions and pitfalls primarily related to leasing their land for installation of wind turbines.

Please refer to *3.B.5* for additional examples of how the College enhances the education experience of its students through research, community engagement and economic development.

Mesalands Community College Strengths

- Dedicated faculty who are committed to effective teaching and student success.
- The College promotes community involvement through community education, campus activities, and the Small Business Development Center.
- Comprehensive, enhanced student outcomes assessment.
- New and remodeled science laboratories that are well-equipped.

Opportunities for Improvement

- Mesalands Community College recognizes the need to use embedded assessment and other appropriate tools to assess whether or not the quality and quantity of learning is consistent wherever and however programs and course are offered. An opportunity for improvement exists to use the PDSA cycle of assessment comparing and contrasting the amount of learning that occurs across all delivery modes and locations (including correction sites) in addition to what is already occurring with the Dual sites.
- Mesalands Community College recognizes that a well-rounded student must have the capacity to live and work in a society with many different and unique views. In order to better provide students with a greater appreciation of multi-

cultural world views, the College may want to revisit its GE competencies to better prepare its students for a culturally diverse community and world.

- The Faculty Council and Faculty Senate have discussed the need to reduce the number of required general education courses and field of study courses in some programs. Although the institution conforms to the commonly accepted minimum associate's degree program length of 60 semester credits, the majority of the College's AA and AAS Degree programs require 70 or more hours to complete. This requires students to dedicate a significant amount of time and financial resources to pursuing a degree. The College must evaluate these programs to determine what changes, if any, can be made to decrease the number of hours required to complete a degree without negatively impacting student learning and success.
- Although the College highly encourages faculty to pursue professional development, budgetary constraints have consistently and negatively impacted this pursuit. The College needs to reevaluate its priorities and processes as it relates to professional development.
- Effective processes need to be established for advisor training to ensure consistent and adequate advising of students is occurring wherever and however are served.
- Mesalands Community College does not have dormitories available for students. In order to simplify the process for students and their families in locating appropriate housing, the College publishes an annual student housing opportunities brochure as a primary source of information about housing options available in the local community. It lists contact information for apartments, motels, recreational vehicle facilities, as well as long-term lodging for those who qualify. The College needs to revisit whether or not this is an adequate response to the lack of student housing.

4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

CRITERION FOUR: MESALANDS COMMUNITY COLLEGE DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS, LEARNING ENVIRONMENTS, AND SUPPORT SERVICES, AND IT EVALUATES THEIR EFFECTIVENESS FOR STUDENT LEARNING THROUGH PROCESSES DESIGNED TO PROMOTE CONTINUOUS IMPROVEMENT.

4.A. Mesalands Community College demonstrates responsibility for the quality of its educational programs.

4.A.1. Mesalands Community College maintains a practice of regular program reviews.

Mesalands Community College maintains a well-established practice of regular reviews for credit generating programs. As outlined in the *Academic Program Review Plan 2012-2013*, the College conducts a regular, systematic evaluation of all its programs to ensure the quality and relevance of its academic programs. Program review is a cooperative process utilizing the knowledge and expertise of faculty, administrators, current and former students, outside consultants, and other stakeholders. The primary goal of this review is to assess the programs' effectiveness in terms of the quality and quantity of outcomes.

Internally, program evaluation enables the College to make informed decisions regarding program development, maintenance, modification and/or elimination, and the allocation of resources. It provides information regarding the success of a program's graduates, direction for curriculum improvement as well as the equipment and supplies needed for successful delivery. Externally, program review assures students, employers, the community, and interested parties that Mesalands Community College is providing quality education that prepares students to be academically, occupationally, and socially competent while at the same time conveying its commitment to excellence.

The Vice President of Academic Affairs (VPAA) facilitates the review. Approximately two different programs are reviewed yearly with all programs scheduled for review at least once every six years. Selection of programs for review is identified in advance each year, but can be changed as warranted to allow for unforeseen circumstances.

The specific steps involved in all program reviews are identified in the *Academic Program Review Plan 2012-2013* (page, 3).

Numerous College programs and disciplines have advisory committees that meet on a semi-regular basis. Advisory committees facilitate communication between the College, industry, and the community to ensure the College is meeting the needs of those stakeholders. Advisory committees are the College's attempt to seek feedback on whether or not the education and services offered are current, relevant, and meaningful to the community at large. Advisory committee meeting minutes are available both electronically and a hard copy. Size and composition of the committees, qualifications, appointments and term of office of members, roles and functions of members, as well as the operation of the committees are enumerated in the *Advisory Committee Handbook 2012-2013*. This handbook is distributed to all Committee members.

General Education Development (GED), Adult Basic Education (ABE), and English as a Second Language (ESL) programs are required to submit regular reports to the New Mexico Higher Education Department. The Director of the Educational Services Center is responsible for the timely submission of these reports.

The College's U.S. Department of Education - Hispanic Serving Institution's Science, Technology, Engineering, and Mathematics (STEM) program is annually reviewed by an independently contracted consultant. The consultant is approved by the U.S. Department of Education.

4.A.2. Mesalands Community College evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Mesalands Community College evaluates all the credit it transcripts from in state, post-secondary institutions in accordance with state law (Chapter 21, Article 1B NMSA 1978), for which the New Mexico Higher Education Department (NMHED) has established policies guaranteeing successful transfer of completed core courses, between New Mexico post-secondary public institutions. A common course number system has been devised by NMHED. The purpose of this system is to assist New Mexico students who wish to transfer between state institutions, by providing a state-wide course identifier to those courses that are similar and considered equal in transfer. Several transcript guides have also been developed through collaboration with New Mexico's public post-secondary institutions. These are consistent with the requirements of state law (SB 161) and are available on the NMHED website.

In terms of experiential learning, the College recognizes that not all learning takes place within the confines of a college classroom. Learning similar to that which occurs in the classroom may also take place in a variety of settings. Mesalands Community College provides a means for awarding College credit based on documentation (in the form of a portfolio) of these learning

experiences. For documentation purposes and for credit to be awarded, students must enroll in the three-credit hour ENG 210: Experiential Learning Portfolio. Once the course is completed, the portfolio is submitted to the Experiential Learning Committee. The Committee evaluates the portfolio and determines the number of credits, if any, that are granted. The specific process of ultimately rewarding credit based on experiential learning is outlined in the *Experiential Learning Credit Operation Guidelines*.

4.A.3. Mesalands Community College has policies that assure the quality of the credit it accepts in transfer.

The Director of Enrollment Management is responsible for evaluating the appropriateness of credits accepted for transfer. Students who wish to obtain credit for past college work must have an official transcript from each previous college mailed directly to Mesalands Community College. The student must also complete a **Request for Transcript Evaluation Form**. Only credit that is applicable toward a student's signed **Educational Plan of Study** will be considered for transfer credit. Courses from transferring institutions are compared to Mesalands Community College course descriptions and a determination is made in terms of equivalency. If a determination cannot be made, the student seeking the transfer of credits may be asked to submit additional documentation to the Director of Enrollment Management to help in the decision-making process. If a determination about which Mesalands Community College course is equivalent cannot be made, the Director of Enrollment Management consults with the relevant faculty. The steps involved in the transferring of credit are documented in the *2013-2014 Catalog*.

4.A.4. Mesalands Community College maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Prerequisites for Courses and Rigor of Courses

The College establishes prerequisites for courses, ensures rigor of courses, curriculum, and institutional scholarship through a number of proactive standing committees: the Academic Standards and Issues Committee (ASIC), the Curriculum Coordinating Committee (CCC), and the Student Learning Assessment Committee (SLAC). The Academic Standards and Issues Committee is responsible for reviewing and evaluating proposals that impact academic standards and issues (*Faculty Handbook 2011-2012,* pages 8-10). The Curriculum Coordinating Committee is responsible for the review and evaluation of academic and technical programs to ensure they are meeting the

Mission of Mesalands Community College (*Faculty Handbook 2011-2012*, pages 11-14). This includes reviewing appropriateness of course prerequisites, reviewing new and revised credit-bearing courses and programs of study, development and revision of course offerings, identifying replication of courses and assisting in the academic program review process. The Student Learning Assessment Committee is charged with the planning for, and implementation of, college-wide assessment of student learning at the institution, program, and course level, wherever and however courses are delivered. All Committees work closely with the VPAA, who is also a member of the Student Learning Assessment Committee.

Course prerequisites and the rigor of courses (as reflected in the course syllabi) are consistent wherever and however College courses are taught.

Expectations for Student Learning

Student learning is the primary function of Mesalands Community College and without it, the College would not exist. Therefore, it is critical that the entire College community accurately assess whether or not learning is taking place, wherever and however courses are delivered. Faculty members at Mesalands Community College must meaningfully capture and document what they are teaching, what students are learning, and how this information is improving the teaching-learning relationship. Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, Mesalands Community College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process. In order to clarify the institution's expectations, the College has established an annual assessment of program assessment of academic and technical programs (*Student Learning Assessment Committee Annual Report 2011-2012*, pages 205-225). The goals of assessing the assessment are threefold. First, this assessment gives feedback to the faculty on how they are doing in terms of assessment, with the goal of helping them to continually improve the teaching-learning relationship both inside and outside the classroom. Second, this report will help the College identify how it is doing in terms of its own assessment efforts, with the goal of attentively reshaping and meaningfully improving the continual process of student learning and assessment. Third, this assessment of assessment reinforces the importance of student learning by establishing minimal expectations as to what the College defines as central to its mission.

Mesalands Community College has also established expectations for student learning by clearly identifying goals at the institution, program, and course levels, wherever and however learning takes place. Processes for assessing these goal expectations are discussed in section *4.B.1*.

Access to Learning Resources

In order to fully support its mission statement of promoting student learning through quality education, the College maintains access to significant learning resources.

State-of-the-art and/or extensive laboratories include the following:

- Life Science Laboratory, room A111
- Physical Science Laboratory, room A120
- Health and Wellness Facility, room A235
- Mesalands Community College Dinosaur Museum and Natural Science Laboratory, room F406
- Electrical Laboratory, room E712, located in the North American Wind Research and Training Center (NAWRTC)
- Electro-Mechanical Laboratory, room E705, located in the North American Wind Research and Training Center (NAWRTC)
- Turbine Blade Shop, room E700, located in the North American Wind Research and Training Center (NAWRTC)
- General Electric 1.5 megawatt ESS wind turbine
- Welding Laboratory, room C311
- Auto Diesel Laboratory, room C308
- Computer Laboratory, room A114
- Open Computer Laboratory, room A108
- Computer Laboratory, room E704
- Farrier Science Laboratory/Horse Shoeing Arena, room D523
- Foundry and Fine Arts Laboratory, room D501

Learning centers include the following:

- Library, room A103
- Small Business Development Center, room C301
- Small Business Development Center Laboratory, room C312
- The Math-Science Learning Center (MSLC), room A110
- Educational Services Center (ESC), room A125 (includes Pre-Collegiate Services, College Success Services, Adult Basic Education (ABE), English as a Second Language (ESL), General Education Development (GED), and Career Center Services.

The College Library maintains significant resources (*New Mexico Consortium of Academic Libraries 2010 Academic Library Statistics*):

- Book collection (approximately 20,000 volumes)
- Electronic databases (70+)
- Approximately 800 audiovisual selections
- Interlibrary loan

Mesalands Community College is committed to the policy of equal opportunity in employment and education regardless of race, color, religion, national origin, sex, age, physical or mental disability, serious medical condition or veteran status. In compliance with Titles II, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974, and the New Mexico Human Rights Act, Mesalands Community College does not discriminate against any applicant, employee or student. This policy covers admission, access, and services in College programs and activities, as well as the application and treatment in College employment. Mesalands Community College makes reasonable accommodations to allow qualified applicants and employees with disabilities equal opportunity for employment. The College offers accommodations to qualified students so they may benefit from equal educational opportunities.

Faculty Qualifications

In terms of faculty qualifications, Mesalands Community College follows the guidelines set-forth by the Higher Learning Commission's *Criteria for Accreditation* in **The Assumed Practices, section B.2, Faculty Roles and Qualifications**:

> *"a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established…..When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process."*

All instructor position job descriptions are developed by the VPAA and approved by the Board of Trustees to ensure proper required educational qualifications and/or work experience. All full-time and adjunct faculty teaching transferable courses must possess a master's degree or higher. Full-time faculty teaching applied science courses have work experience in the field they are teaching and hold appropriate certification/licensure and/or degree. The College's Director of Personnel oversees the hiring process as outlined in the *Administrative Procedures for Position Authorization, Search, Screening, and Selection*, and is responsible for the initial evaluation of applicant qualifications.

Dual Enrollment

Beginning with the 2009-2010 academic year, high school students in the state of New Mexico are required to earn a minimum of one high school credit in one of the following: honors class or advanced placement, a dual enrollment/credit course, or a distance learning course. Mesalands Community College provides a significant number of dual enrollment and distance education courses to high school students. Upon successful completion of these courses, high school students are granted both high school and college credit which applies towards both a high school diploma and a Mesalands Community College certificate and/or degree. Dual enrolled students must meet the same course requirements as all other College students. The credit hours completed at Mesalands Community College are fully transferable to other colleges and universities that accept transfer credit.

Consistent College-approved course syllabi with identical objectives ensure equivalency between dual credit courses and regular College courses. The College's plan-do-study-adjust (PDSA) cycle of learning assessment evaluates whether its dual credit courses for high school students are equivalent in learning outcomes and levels of achievement to its regular higher education curriculum. Dual Credit students must meet the same academic learning standards as all other College students in terms of course objectives, program objectives and general education competencies. As documented in the *Student Learning Assessment Committee Annual Report 2011-2012* (page 19-23), embedded assessments are used to determine whether or not the quality and quantity of learning in specifically identified courses are the same between dual enrollment and main campus sites. Consistency of College-approved course syllabi with identical objectives also ensures equivalency between courses and programs offered at the various correction facilities and main campus.

Mesalands Community College complies with the New Mexico Public Education Department dual credit standards as well as **New Mexico Higher Education Department's Dual Credit Program Policy**. In accordance with State of New Mexico policies, Dual Credit students are not charged tuition (NMSA 6.30.7.8.G.14). Mesalands does receive funding for these Dual Credit students from the State at the same rate as all other college students. The Dual Credit student's high school is responsible for the purchase of required textbooks (that are reimbursed by New Mexico Public Education Department). Dual Credit students are responsible for specific course fees, including lab fees and distance education fees.

The Director of Academic Affairs oversees all aspects of the College's Dual Enrollment program, and ensures compliance with the New Mexico Public Education Department dual credit standards, as well as **New Mexico Higher Education Department's Dual Credit Program Policy**. All Mesalands Community College faculty meet the same qualifications wherever or however

they teach for the College, including all faculty who teach dual enrollment (and correction facilities) courses.

4.A.5. Mesalands Community College maintains specialized accreditation for its programs as appropriate to its educational purposes.

At the present time, Mesalands Community College has no educational programs that require specialized accreditation.

4.A.6. Mesalands Community College evaluates the success of its graduates. The College assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the College looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Mesalands Community College recognizes the importance of tracking and measuring the success of its graduates as a means of improving the quality and quantity of its education and services. The College tracks the success of graduates in terms of their employment rates, as well as those who transfer to other higher education institutions. These measurements of student success are included in the fourteen core indicators of effectiveness (as identified by the American Association of Community Colleges) that drive the College's strategic planning process (see *1.A.3*).

In conjunction with the New Mexico Independent Community Colleges (NMICC), the Department of Finance and Administration (DFA), and the Legislative Finance Committee (LFC), Mesalands Community College has annually reported on ten performance-based budgeting indicators since 2000 (*New Mexico Annual Accountability Report December 2011*). While these performance indicators do not provide a complete picture of the success that the College is having in preparing students for employment and/or additional education, they do serve as useful benchmarks for evaluating institutional performance. These actual and targeted measures include, but are not limited to, percent of students taking nine or more credits on entry who are successful after three years, percent of graduates placed in jobs in New Mexico, number of students enrolled in selected programs serving the community, and percent of graduates placed in jobs or continuing education.

Mesalands Community College's *Institutional Effectiveness Annual Report 2009* provides measureable data on its students' preparation for advanced study and employment in order "to determine the strengths and challenges of the College." The College aligns these measures with at least one of the five stated institutional goals and uses this data "for comparative purposes in order to determine what progress the College is making and what areas are in need of

focused attention". The College also aligns the above mentioned performance-based budgeting indicators with its institution goals.

Students successfully completing certain programs (Farrier Science, Elementary Education, Automotive Technology) are sometimes required to pass national certification exams as a means to gainful employment in their chosen field. These degree and certificate programs are asked to measure the success of their students in these endeavors. Farrier Science has consistently assessed graduates' success when sitting for the American Farrier Association (A.F.A.) Certified Farrier Exam. In fact, the Farrier Science program has implemented curricular changes to its Associate's Degree based on student scores on that exam (*Student Learning Assessment Committee Annual Report 2011-2012*, page, 106-108).

The College has used various surveys in the past in an attempt to indirectly measure its graduates' success as it relates to continuing their education pursuits and/or preparation for gainful employment. Results from the ACT Alumni Survey were included in the *Student Learning Assessment Committee Annual Report 2009-2010*, page 30. Data is aggregated and reported over a number of years in order to ensure a large enough sample size to prove meaningful.

The College has identified the need to implement a more regular PDSA cycle of assessment to evaluate graduate success at both a program and institutional level. This will become an even more pressing issue as the State of New Mexico and New Mexico Higher Education Department move towards a performance based funding formula.

4.B. Mesalands Community College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Assessment can be defined as the process of determining the quality and quantity of student learning in order to make improvements. It is critical that all faculty members at Mesalands Community College, regardless of wherever or however they teach, meaningfully capture and document what they are teaching, what students are learning and how this information is used to improve the teaching-learning relationship and students' educational achievements. In order to facilitate this, Mesalands Community College encourages all faculty to take "ownership" of their courses in terms of whether or not students are learning what faculty say they are learning as identified in the general education competencies, program objectives and course objectives (sometimes referred to as "learning outcomes"). Clearly defined general education competencies, program objectives and course objectives reflect the knowledge, skills and professional dispositions that students will possess and demonstrate upon graduation and are Mesalands' contract with student and other stakeholders. These competencies and

objectives reflect the most deeply held values of the College and drive the teaching-learning relationships inherent to success at Mesalands.
Mesalands Community College has shown a significant commitment to improving the teaching-learning relationship wherever and however learning occurs through ongoing assessment of student learning. Extensive processes of assessment of student learning have been implemented at the institution, program, and course levels as a result of the College's participation in the Higher Learning Commission Academy for Assessment of Student Learning between 2008 and 2012. The Overview subsection of the **Response to the 2004 Report of a Comprehensive Evaluation Visit** section of this self-study identifies and summarizes the College's assessment-related actions since its initial participation in the Academy in November 2008. This summary of activities documents those assessment-related actions developed and implemented to improve student learning at the institution, program and course level and at the same time address those areas identified in the *Report of a Comprehensive Evaluation Visit to Mesalands Community College by the Higher Learning Commission.* Since that time and up to the present, dramatic development of assessment processes of learning outcomes have occurred in the academic programs, but Student Affairs and co-curricular programs have not been given the same focus.

The College's commitment to improving educational achievement through ongoing assessment of student learning is also evident by the substantial participation of faculty and staff enumerated in *4.B.4*.

4.B.1. Mesalands Community College has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Mesalands Community College has established extensive processes for assessment of student learning and achievement of learning goals at the institution, program, and course level, wherever and however learning takes place. The goals for student learning at all three levels are clearly stated in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013*. The processes are extensively documented in the *Student Leaning Assessment Model 2013-2014*, and the *Student Learning Assessment Guide for Faculty 2013-2014*. The results and how those results are utilized to improve student learning are located in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013.*

Student learning assessment is a living, breathing process that will mature and develop over time as the College identifies the most effective and efficient methods of understanding, confirming, and improving student learning. These processes and documents have undergone significant changes, as can be seen since their initial conception. The *Student Leaning Assessment Model 2013-*

2014 (pages 13-20) summarizes student learning assessment related changes implemented by the College since the 2004-2005 academic cycle.

During the fall 2009 semester (and as a result of its participation in the Academy for Assessment of Student Learning), the Student Learning Assessment Committee began implementation of a plan-do-study-adjust (PDSA) cycle of assessment in an attempt to improve the continuity of assessment from academic year to academic year. It is critical that faculty members at Mesalands Community College meaningfully capture and document what they are teaching, what students are actually learning, and how this information is improving the teaching-learning relationship year after year. The PDSA cycle of assessment is described in great detail in the *Student Learning Assessment Model 2013-2014*, pages 8-10, as well as in *The Beginner's Guide to Student Learning Assessment*.

Assessment of student learning at Mesalands Community College occurs at three separate yet interrelated levels:

- Institution
- Program
- Course

Institution Level Student Learning Assessment Goals and Processes

Mesalands Community College has identified six General Education (GE) competencies that all graduates of a degree and/or applied science certificate should possess upon graduation. Goals for GE competency attainment have also been established and are consistent wherever and however delivered. GE competencies are delivered and assessed in specific, identified courses and reinforced and further assessed in discipline courses. These competencies are intended to introduce students to a body of knowledge that gives meaning and cohesion to society, in preparation for life-long learning. The GE competencies are also intended to provide students with the academic background and skill necessary to successfully pursue more advanced degrees at colleges and universities and/or be more successful in their chosen career. These competencies represent the most deeply held academic values of the College and are as follows:

- Writing
- Oral Communication
- Information Technology
- Mathematical Reasoning
- Scientific Reasoning
- Critical Thinking

The College uses rubrics to assess general education competency attainment; these rubrics were developed by the Student Learning Assessment Committee

(SLAC) with significant input from faculty. The GE competencies and rubrics were developed in such a manner that they are easily understood by students and faculty and can be used by all College faculty wherever and however they teach, and whatever topic they are teaching. For example, a faculty member teaching writing and critical thinking skills in the Farrier Science (FAS) 111: Horseshoeing Theory I course uses the same GE competencies and rubrics used in the ENG 104: English Composition and Research when assessing writing and critical thinking skills. The GE competencies and rubrics are listed on the College webpage. The *Student Learning Assessment Guide for Faculty 2013-2014* specifically outlines the steps for the assessment of the GE competencies by all College faculty.

The following are a number of changes that the College implemented based on its work at the Higher Learning Commission Academy for Assessment of Student Learning as it relates to the processes of institutional assessment of student learning. Results and changes based on these measures of student learning are documented on an annual basis with the latest report being the *Student Learning Assessment Committee Annual Report 2012-2013*.

- Specific general education competencies are assessed in every course, wherever and however they are offered and reported on each year with the goal of implementing and reviewing curricular adjustments to GE attainment and improving learning on a three year cycle. All College faculty, regardless of the course they are teaching, are required to assess the identified GE competency based on the following **General Education Competencies Program Reporting Schedule**. This is true of all GE competencies except for the Scientific Reasoning competency which is required of faculty teaching specifically identified laboratory science courses (*Student Learning Assessment Guide for Faculty 2013-2014*, page 13 footnote).

Table 4.1: General Education Competencies Program Reporting Schedule

Report Year	Academic Cycle	General Education Competencies* Assessed
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Critical Thinking
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical or Scientific Reasoning and Informational Technology
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and Critical Thinking
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical or Scientific Reasoning and Informational Technology
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing

- In an attempt to more meaningfully assess general education competency attainment of graduating students, the College implemented ENG 299:

Capstone Portfolio Course beginning with the spring 2012 semester. The capstone course utilizes the College's rubrics to assess achievement of the general education competencies using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation. This course must be completed during the student's last semester prior to graduating with a degree. Based on results during the fall 2011 PDSA assessment cycle, the ENG 299 requirement replaced the College's General Education Assessment (GEA) as of the spring 2012 semester. The GEA was the College's initial attempt to measure general education competency attainment using a home-grown case scenario assessment tool. Student effort on the GEA was frequently poor since the results had no bearing on whether or not the student would graduate.

- Implementation of the "Writing Across the Curriculum" initiative, which requires all faculty (wherever and however they teach) to assess the writing GE competency utilizing the College writing rubric; this activity is performed every fall and spring semester. This initiative began during the 2009-2010 academic cycle and was a direct result of assessment activities that indicated writing skills of College graduates was not meeting identified expectations.

Although program directors and lead instructors are encouraged to use report formats that are meaningful to their stakeholders, all annual **Student Learning Assessment Program Reports** are required to document the following in the GE competency portion of the report:

- The College's six **General Education Competencies**.
- A **General Education Competencies Assessment Plan** that includes a curriculum map outlining the measurement tools and courses in which the six GE competencies are presented and/or assessed.
- A **General Education Competencies Results** section that individually lists all the tools used to assess accomplishment of the six GE competencies, the goal results that would indicate achievement of the competencies, and the specific results of that assessment tool.
- A **PDSA Cycle Opportunities for Improvement** section based on a specific academic calendar year. This section requires the program director/lead instructor to perform an **Analysis** of the assessment data with the goal of identifying a **Problem Area** where learning may not be occurring at the identified goal level. The faculty establishes a specific, measureable **Goal** and **Action** plan to address that **Problem Area**. The **Action** plan is then implemented during the next academic cycle and the **Results** of the **Action** plan are identified in the next year's report. This portion of the **Student Learning Assessment Program Report** is the College's attempt to use the information gained from program assessment to improve student learning (*4.B.3*). The **Natural Sciences Student Learning Assessment Program Report 2012-2013** (located in the *Student Learning Assessment Program Reports 2012-2013* (page 131-133)) provides an example of how the **PDSA Cycle Opportunities for Improvement** section is used to "close the loop" of

student learning assessment at the institutional level. Research methods and scientific writing deficits were identified when using the College rubrics in GEOL 289 during the 2009-2010 academic cycle. An **Action** plan was developed and implemented during the 2010-2011 year, but showed only moderate improvements without accomplishment of the established **Goal**. An additional **Action** plan was then implemented during the 2011-2012 year which led to realization of the previously identified **Goal**.

A full application of the PDSA cycle of assessment as it relates to GE goals, processes, results, and how this information is used to improve learning is identified in both the *Student Leaning Assessment Committee Annual Report 2012-2013* (pages 5-19), and in the individual **General Education Competencies Assessment Plan** and the **General Education Competencies Results** sections of the *Student Learning Assessment Program Reports 2012-2013*.

Program Level Student Learning Assessment Goals and Processes

Assessment of student learning at the program level is supported and guided by the Student Learning Assessment Committee, but ultimate responsibility for implementation of a PDSA cycle of assessment is the identified program director and/or lead faculty. The academic programs director/lead faculty generate annual **Student Learning Assessment Program Reports** documenting program goals and assessment processes to measure student learning and achievement of those goals. Clearly defined program goals (also referred to as program objectives) reflect those knowledge, skills and professional dispositions students will possess upon graduation from the program. These knowledge, skills and professional dispositions are valued by workplace employers and other interested parties and acts as a contract between students, the College, and these stakeholders. Although program directors and lead faculty are encouraged to use report formats that are meaningful to their stakeholders, all annual **Student Learning Assessment Program Reports** are required to document the following in the program objective portion of the report:

- A listing of measureable **Program Objectives** that include a performance, condition, and criterion.
- A **Program Objectives Assessment Plan** that includes a curriculum map outlining the measurement tools and courses in which the program objectives are presented and/or assessed.
- A **Program Objective Results** section that individually lists all the tools used to assess accomplishment of the specific program objectives, the goal results that would indicate achievement of the objective, and the specific results of that assessment tool.
- A **PDSA Cycle Opportunities for Improvement** section based on a specific academic calendar year. This section requires the program director/lead faculty to perform an **Analysis** of the assessment data with the goal of

identifying a **Problem Area** where learning is not occurring at the identified goal level. The faculty establishes a specific, measureable **Goal** and **Action** plan to address that **Problem Area**. The **Action** plan is then implemented during the next academic cycle and the **Results** of the **Action** plan are identified in the next report. This portion of the **Student Learning Assessment Program Report** is the College's attempt to use the information gained from program assessment to improve student learning (*4.B.3*).

College degree programs are required to assess both GE competency and program objective attainment while certificate programs are required to assess program objective attainment only.

Course Level Student Learning Assessment Goals and Processes

All courses at Mesalands Community College have identified learning outcomes (more frequently referred to as course objectives) that are measureable and include a performance, condition, and criterion. Specific courses, regardless of wherever or however they are offered, have the same course objectives in order to ensure continuity between the quality and quantity of classroom learning.

During the fall 2010 semester, the College made a concerted effort to establish consistent syllabi, including course objectives, wherever and however classes were offered. The Curriculum Coordinating Committee was and is charged with a process to ensure consistency of course syllabi. All faculty are required to update course syllabi at the beginning of every semester and as needed. Specific instructions for updating course syllabi are located in the *Student Learning Assessment Guide for Faculty 2013-2014*, pages 2-3. The Student Learning Assessment Committee is responsible for evaluating the accuracy of course objectives in terms of measurability and appropriateness given the course in question. Approved syllabi are located on the College server.

Although Mesalands Community College has established consistent course syllabi and objectives across all sites and delivery methods for a given course, it is important for the College to gauge whether or not the quality and quantity of learning is actually the same. In an attempt to assess this, the College uses identical embedded assessment tools to ensure this consistency. For example, during the spring 2012 semester, the College used embedded assessment in ENG 104: English Composition and Research to determine if learning was the same between different education sites (dual enrollment versus main campus). An identical multiple choice exam was given during the same week at the end of the semester at four different dual enrollment sites (n=68) and one main campus site (n=10). Embedded assessment was also used in MATH 110: College Algebra between different sites (dual enrollment versus main campus). An identical exam was given during the same week at the end of the semester at one dual enrollment site (n=11) and one main campus site (n=21). Results of this assessment are included in the *Student Learning Assessment Annual Report 2011-2012*, pages 19-23.

4.B.2. Mesalands Community College assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Mesalands Community College's assessment of student learning achievement for its curricular programs has significantly progressed and matured. This is especially true since the College's participation in the Higher Learning Commission Academy for Assessment of Student Learning from 2008 to 2012. Significant changes and improvements to student learning assessment resulted from the Action Portfolio developed as a result of the Academy activities. The *Academy for the Assessment of Student Learning Results Forum Impact Report*, which was submitted on September 7, 2012, summarizes those assessment-related actions developed and implemented to improve student learning at the institution, program, and course level and at the same time address those areas identified in the *Report of a Comprehensive Evaluation Visit to Mesalands Community College by the Higher Learning Association*. Mesalands Community College is very excited and proud of its assessment related advances but realizes that assessment is an ongoing journey that will mature and change as the College identifies the most effective and efficient methods of understanding, confirming, and improving student learning.

Step-by-step processes for assessment of student learning at the institution, program and course level are outlined in the *Student Learning Assessment Guide for Faculty 2012-2013* and the *Student Learning Assessment Model 2013-2014*. The goals, processes and outcomes of assessment activities are documented in the *Student Learning Assessment Committee Annual Report 2011-2012*. This annual report is presented to the Board of Trustees at their annual October meeting.

Institution Level Student Learning Assessment

As stated in *4.B.1*, specifically identified GE competencies are assessed and reported on each year with the goal of implementing and reviewing curricular adjustments to improve attainment of the these aptitudes on a three-year cycle based on the **General Education Competencies Program Reporting Schedule.**

General Education Competencies Program Reporting Schedule

Per the *Student Learning Assessment Guide for Faculty 2012-2013,* all faculty are required to assess attainment of the GE competencies wherever and however they teach their courses. All faculty are required to assess comprehension using the College-developed rubrics as well as report and submit the results on the appropriate Rubric Reporting Form. The results of the assessment are aggregated, evaluated by the Student Learning Assessment

Committee, reported in the *Student Learning Assessment Committee Annual Report 2012-2013* (pages 16-19), and presented at the beginning of the fall semester at the Faculty Council Meeting.

The College-developed rubrics are also utilized during the ENG 299: Capstone Portfolio Course. This capstone course utilizes the College's rubrics to assess general education competency attainment of graduating students through examples of their best work. A portfolio reflecting these students' artifacts is submitted to a faculty committee for review and evaluation. The results of this assessment are reported in the *Student Learning Assessment Committee Annual Report 2012-2013* (pages 8-16) and at the above mentioned Faculty Council Meeting.

General education competencies are also assessed during Assessment Day using the Collegiate Assessment of Academic Proficiency (CAAP). This assessment is required of students graduating with a degree and/or those with 60+ credit hours. Results are reported in the *Student Learning Assessment Committee Annual Report 2012-2013* (pgs.6-8).

Program Level Student Learning Assessment

Assessment of program level objectives occurs throughout the academic year and is reported program-by-program in the *Student Learning Assessment Program Reports 2012-2013.* Prior to 2012-2013, individual Student Learning Assessment Program Reports were included in the Student Learning Assessment Committee Annual Reports. Program directors and lead instructors are responsible for collecting and analyzing assessment data as well as using this data to establish a PDSA cycle to improve learning.

As stated in *4.B.1*, program directors assess and report on GE competency and program-identified objective attainment for degree programs while lead faculty assess and report on program-identified objective attainment for certificate programs. A PDSA cycle of assessment model (described in the *Student Learning Assessment Model 2013-2014* (pages 7-11) and in the *Beginner's Guide to Student Learning Assessment* found on the College's webpage) is used for thirteen programs and reported on in the *Student Learning Assessment Program Reports 2012-2013.*

Course Level Student Learning Assessment

Course objectives (sometimes referred to as learning outcomes) are identified in each course syllabus and assessed during the semester the course is offered. Prior to 2009-2010, data from the individual course assessments was collected using the **Faculty Outcomes Assessment Form** (see Appendix B of the *Student Learning Assessment Committee Annual Report 2008-2009*). Data from this form was reported in numerous SLAC annual reports, the last one being the

Student Learning Assessment Committee Annual Report 2008-2009 (pages 34-52). This form attempted to capture outcomes assessment results from various tools the College required faculty to utilize including Classroom Assessment Techniques (CATs) and Pre-Test/Post-Test Analysis. Faculty complained that this form was difficult to fill out and not useful in providing information that could ultimately be used to improve learning. Based on this information, the Student Learning Assessment Committee designed a more user-friendly form to collect assessment related data regardless of the tool used. The College urges faculty to take "ownership" of their courses and programs by developing tools and mechanisms to assess learning that are appropriate to their students in a particular course and not necessarily using tools that the College dictates they use. To that end, the Student Learning Assessment Committee developed the **MCC Faculty Outcomes Assessment Narrative Form** (*Student Learning Assessment Guide for Faculty 2013-2014,* Appendix E). This form asks faculty to respond to the following three statements/questions:

1) Please comment on any strategies you used in the course that improved student learning.
2) Please comment on anything that was not successful in meeting your learning objectives.
3) What changes to this course would you recommend for yourself or for another instructor to improve student learning the next time this course is offered?

The Chair of the Student Learning Assessment Committee is presently charged with keeping electronic copies of this form and making them available upon request to all College faculty (see *Student Learning Assessment Guide for Faculty 2013-2014*, page 5). The goal of sharing the responses on this form is to encourage and empower faculty to use past assessment data to improve future learning.

Assessment of co-curricular programs as it relates to improved student learning is seen as an opportunity for improvement by the College. In fact, the **Institutional Focus on Student Learning Assessment 2013-2014** section of the *Student Learning Assessment Model 2013-2014* (pages 23-24) and the **Student Learning Assessment Committee Goals 2013-2014** section of the *Student Learning Assessment Committee Annual Report 2012-2013* (page 4) have explicitly identified the following objectives as they related to assessment of co-curricular programs:

- Develop an action plan to establish a PDSA cycle of learning assessment in Student Affairs.
- Develop an action plan to establish a PDSA cycle of learning assessment in the Educational Services Center for the pre-collegiate programs [and developmental courses program].
- Investigate ways to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-

prepared graduates into the workforce and using this information to improve student learning.

It is the goal of Mesalands Community College to use the information gained at the Academy for Assessment of Student Learning in order to significantly improve student learning as it relates to these co-curricular areas.

4.B.3. Mesalands Community College uses the information gained from assessment to improve student learning.

Mesalands Community College is increasingly using assessment results to drive changes at the institution, program, and course level, with the ultimate goal of continually improving student learning. Because of the relatively small number of students enrolled at the College, it has been recommended by the Academy mentors that assessment data be collected over the course of two to three years, aggregated and then analyzed. This would ensure a large enough sample size to make valid recommendations to improve student learning. As can be seen in the following discussion, certain **Problem Areas** identified in the College's PDSA cycle of assessment relate to improving the processes involved in collecting enough meaningful data upon which to base changes meant to increase student learning.

Institution Level Student Learning Assessment

The **Institutional Level Assessment** portion of the *Student Learning Assessment Committee Annual Report 2012-2013*, pages 5-25, details how the information gained from various assessment are used to improve student learning at the institution level. The following is one example of how the College has used assessment to ultimately improve GE competency attainment:

ENG 299: Capstone Portfolio Course

In an attempt to better assess general education competency attainment of graduating students, the College implemented ENG 299: Capstone Portfolio Course beginning in the spring of 2012 semester. See the **Institution Level Student Learning Assessment Goals and Processes** section under *4.B.1* for a description of the ENG 299 course. Numerous changes were made to different aspects of that class based on information gained using the PDSA cycle of assessment (*Student Learning Assessment Committee Annual Report 2012-2013*, pages 14-16).

- Math, Science, English, and information technology faculty each presented examples of exemplars that would meet the general education competency "excellent" criteria for the mathematical reasoning, scientific reasoning, writing, oral presentation, and information technology rubrics during separate

presentations to the spring 2012 ENG 299 class. The quality of the artifacts did improve (except for the scientific reasoning exemplars).

- In order to facilitate improvement of work as it relates to the GE competency of writing, a training on how to use the College's Writing Rubric was made to adjunct faculty during the orientation sessions held at the beginning of the spring 2013 semester. A total of 47 adjunct faculty attended the orientation and training sessions held at the following locations:
  - Tucumcari, January 25, 2013; 31 attendees
  - Clayton High School, February 13, 2013; 5 attendees
  - Northern New Mexico Detention Center, February 13, 2013; 5 attendees
  - Moriarty High School, February 19, 2013; 6 attendees

The long-term goal of this training is to ultimately improve the writing artifact for the ENG 299 course. It is also hoped that the data collected for the Writing Across the Curriculum Initiative[2] will show improvement (*Student Learning Assessment Committee Annual Report 2012-2013,* pages 12-13 and 16-19).

The **PDSA Cycle Analysis Opportunities for Improvement** section provides a detailed description of how the College uses assessment information to improve learning as measured in the ENG 299 course (*Student Learning Assessment Committee Annual Report 2012-2013*, pages 14-16).

Program Level Student Learning Assessment

Program directors are responsible for documenting the **PDSA Cycle Opportunities for Improvement Analysis** that includes the following:

- Identification of a **Problem Area**(s) where the quality and/or quantity of learning is not meeting pre-established goal levels.
- Establishing a (measureable and realistic) **Goal** to address the identified **Problem Area**.
- Developing an **Action Plan** to address those documented deficits with the aim of meeting the established **Goal**.
- The **Results** of the **Action Plan** and whether or not the established **Goal** was met is reported in the following years **PDSA Cycle Opportunities for Improvement** section of the **Student Learning Assessment Program Report**.

Evidence of how information is used to improve student learning is located in the *Student Learning Assessment Program Reports 2012-2013* document in each of

[2] The Writing Across the Curriculum movement (which first appeared on college campuses in the 1970's and 1980's) "is largely a reaction against traditional writing instruction that associates good writing primarily with grammatical accuracy and correctness, and thus isolates writing instruction within English departments, the home of grammar experts. The problem with traditional writing instruction is that it leads to a view of writing as a set of isolated skills unconnected to" the students' major and discipline. Learning to write in a discipline is intimately connected to learning to think within that discipline. This will improve both the students' writing abilities as well as their understanding of their major field of study.

the individual program reports. The following examples briefly demonstrate changes based on assessment:

- The Farrier Science Student Learning Assessment Program Report 2012-2013 (*Student Learning Assessment Program Reports 2012-2013*, pages 97-98) identified that many of its students were not pursuing and/or completing the Associates degree due to difficulty with completing the GE requirements. Many of these students were either placing into numerous remedial core classes and/or having difficulty passing their collegiate cores courses. Based on this assessment related information, the Farrier faculty and the Education Services Center established an Integrated Basic Education and Skills Training (IBEST) program model that pairs two instructors in the classroom. The Farrier Science faculty teaches professional and technical content and the Education Service Center staff member teaches basic skills in reading, math, writing and/or English with the goal of moving the students through completion of a degree and into jobs in a realistic time frame.
- The Wind Energy Technology Student Learning Assessment Program Report 2012-2013 (*Student Learning Assessment Program Reports 2012-2013*, pages 202-203) identified a decrease in the program objective relating to Wind Turbine Diagnosis and Repair from a passing rate of 92% in 2010-2011 to a passing rate of 68% in 2011-2012. This drop in passing rate was identified as a **Problem Area** since "this particular skill set is vital to students becoming eligible for promotion and showing their readiness for more responsibility". A **Goal** passing rate of 75% was established and an **Action Plan** of committing greater instructional emphasis on turbine trouble shooting and repair was implemented. The 2012-2013 **Results** section documented an improved pass rate to 100%.

Course Level Student Learning Assessment

How faculty use data to improve student learning at the course level is captured on the **MCC Faculty Outcomes Assessment Narrative Form** (see *4.B.2*, **Course Level Student Learning Assessment** section). Faculty complete this form at the end of the fall, spring and summer semesters for each class they teach. Electronic copies of completed forms are kept on file and made available to all College faculty teaching that specific course. The availability of these forms is identified in the *Student Learning Assessment Guide for Faculty 2013-2014 (*page 5). Faculty are encouraged to review the information on these forms with the goal of assisting them at improving student learning.

The following examples briefly demonstrate changes based on course level student learning assessment:

- A faculty member teaching BIOL 211: Human Anatomy and Physiology I and BIOL 212: Human Anatomy and Physiology II over the course of a few years concluded that the course objectives dealing with critical thinking skills were

not being adequately met. It was further made apparent to this faculty during a Faculty Council meeting that graduating students were not presenting critical thinking artifacts that were meeting the GE competency goal criteria required in the ENG 299: Capstone Portfolio Course. Based on this information, this faculty member created an entire lesson plan on the scientific method and critical thinking skills. An assignment was also designed that required students to apply their critical thinking skills. This assignment, entitled **The Zombie Apocalypse: A Critical Evaluation** is used to develop critical thinking skills and at the same time be used as a potential critical thinking artifact in the ENG 299 course.

- A faculty member teaching HS 211: Medical Careers Exploration now requires students to perform a submaximal graded exercise test on a classmate based on feedback from a classroom assessment technique (CAT) entitled "Plus/Delta" which indicated that students wanted more hands on application of various medical assessments.

4.B.4. Mesalands Community College's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Mesalands Community College considers its processes and methodologies to assess student learning to reflect good practices based on the following:

- Successful participation and completion of the Higher Learning Commission Academy for Assessment of Student Learning from 2008 to 2012
- Submission of the *Academy for the Assessment of Student Learning Results Forum Impact Report* on September 7, 2012
- Invitation to present the *Academy for the Assessment of Student Learning Results Forum Impact Report* at the Academy Results Forum Showcase of Completed Academy Projects in Geneva, Illinois, on November 8, 2012.
- Positive and constructive feedback from Academy mentors and participants through the Academy E-Network including the Impact Report Response and E-Mentor's Final Assessment (October 24, 2012)
- Unpublished research presented at the New Mexico Higher Education Assessment and Retention Conference in Albuquerque in February, 2012, ranking Mesalands Community College's assessment webpage highest among 13 New Mexico colleges and universities when evaluated with the National Institute for Learning Outcomes Assessment "Transparency Framework"

Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, Mesalands Community College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process. This includes substantial participation of faculty and other instructional staff members in the College's processes and methodologies to assess student learning and is reflected in the following activities:

- Assessment is discussed at every All Employee Meeting at the beginning of the fall and spring semesters.
- A significant amount of time is spent discussing specific assessment-related topics at the Faculty Council Meeting held at the beginning of the fall and spring semesters. This includes presentation of the **Assessing Program Assessment** results (*Student Learning Assessment Committee Annual Report 2012-2013*, pages 35-51) during fall semester meetings. One of the major goals of this annual presentation is to provide program directors and lead faculty with feedback as to how they are doing in terms of improving student learning through implementation of the PDSA cycle of assessment. Discussions facilitated by the Chair of the Student Learning Assessment Committee are held with all full-time faculty allowing for open dialog in a non-judgmental environment with the goal of improving the teaching-learning relationship in the classroom.
- Mesalands Community College uses a PDSA cycle of assessment model that is presented and explained in detail in the *Student Learning Assessment Model 2013-2014* (pages 7-11) and the *Beginners Guide to Student Learning Assessment*. This model and its application to improved learning are discussed at the Faculty Council Meetings held at the beginning of the fall and spring semesters.
- Adjunct faculty training occurs at the beginning of the fall and spring semesters as it relates to the processes and methodologies of assessment. The most recent training of adjunct faculty occurred during the Spring 2013 semester as follows:
  - A total of 47 adjunct faculty attended the orientation and training sessions held at the following locations:
    - Tucumcari, January 25, 2013; 31 attendees
    - Clayton High School, February 13, 2013; 5 attendees
    - Northern New Mexico Detention Center, February 13, 2013; 5 attendees
    - Moriarty High School, February 19, 2013; 6 attendees
- Faculty, staff, and administration participate in professional development opportunities related to assessment, the most recent examples being the New Mexico Higher Education Assessment and Retention Conference, a.k.a. New Mexico Higher Education Assessment and Retention Conference, the HLC Annual Conference, the National Conference on Student Recruitment, Marketing, and Retention, the Academy for the Assessment of Student Learning Results Forum, and the Association for the Assessment of Learning in Higher Education Annual Conference.
- Faculty participate as members of assessment-related organizations such as the Student Learning Task Force (formerly the New Mexico Assessment Task Force), the New Mexico Articulation Task Force for Mathematics and Statistics, the New Mexico Mathematical Association of Two-Year Colleges, the New Mexico Higher Education Assessment Association, and a Reader for the College Board's Advanced Placement Statistics Exam.

- Students are introduced to the assessment process early in their college experience during new student orientation and within the ACS 100: Student College Success class.
- All new students are provided a copy of the *Student Guide to Assessment* brochure. This brochure is also included on the Assessment link of the College web site.
- The SLAC is composed of seven voting members including the VPAA, three full-time faculty, two adjunct faculty/professional staff, and one student member. The committee meets once a month or more frequently as needed. Its meetings are open to the College community and minutes are prepared, approved, and made available to interested parties. Members of the College community are encouraged to attend meetings.
- Adjunct and new faculty are provided with assessment-related training and an assessment mentor.
- The Student Learning Assessment Committee Annual Report is presented by the VPAA (a member of the SLAC) to the President, who forwards it to the Board of Trustees, who then reviews it at one of their regular public meetings.
- In an effort to keep those interested parties up-to-date as to the current state of assessment at the College, Mesalands Community College maintains an assessment page on the College website.

4.C. Mesalands Community College demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

As a result of the *Mesalands Community College Self Study 2004* and subsequent *Report of a Comprehensive Evaluation Visit to Mesalands Community College by the Higher Learning Commission*, Mesalands Community College implemented a systematic and comprehensive plan to track and improve retention, persistence (referred to as attrition) and completion (referred to as graduation). Although the original plan has undergone numerous modifications and updates, the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* is the most current enumeration of the College's current strategies, activities, and commitment when addressing educational improvement through ongoing attention to retention, attrition, and graduation rates in its degree and certificate programs.

Although retention, attrition, and graduation efforts are the responsibility of all faculty and staff at Mesalands Community College, Students Affairs is charged with the development and implementation of the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011.*

4.C.1. Mesalands Community College has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*, document is available to all interested stakeholders and serves as a guide and resource and defines Mesalands Community College's efforts in terms of retention, attrition, and graduation.

Retention

The purpose of the retention portion of the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* (pages 39-60) is to document the systematic and comprehensive approach to retention that can be easily understood and followed by all campus personnel and is based on the work of the Retention Task Force formed by the Mesalands Community College President's Cabinet in September 2005. The *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* attempts to assess what is currently working, fine-tune endeavors, and eliminate efforts that have not been successful, as well as coordinate and communicate retention efforts to all shareholders. Retention is measured at the College the following two ways:

- Fall-to-fall retention rates – rate is determined by starting with a cohort of first-time, full-time, degree seeking students in a given fall semester, who are then tracked to see what percentage of these students are still enrolled the following fall. Students in the cohort who graduate in that time period are counted as retained.
  - New Mexico Higher Education Department (NMHED) also tracks fall-to-fall retention rates as described above but does not necessarily track degree seeking students.
- Fall-to-spring retention rates - rate is calculated by starting with a cohort of first-time, full-time, degree seeking students in a given fall semester, who are then tracked to see what percentage of these students are still enrolled the following spring.

Mesalands Community College's goal for student retention is to increase fall-to-fall retention by at least 1% per year until the College's retention rate meets or exceeds the average retention rate for other New Mexico two-year public colleges (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* page 7).

The College also has established goals for numerous retention initiatives including:

- intrusive advising
- early registration notification
- teaching, learning, caring (TLC) which identifies "students that were determined to need extra attention from their instructors", who are in pre-collegiate courses, general educational development (GED) graduates and/or those with a grade point average below a 2.0
- telephone retention and assistance calls (TRAC)
- no show calls
- ten-day, ten-percent calls
- midterm advisement
- student referral program

(*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pages 51-60).

In spring 2008, the "Retention Weekly" newsletter was created by Student Affairs. The newsletter is distributed each Friday via email to all employees of the College, including adjunct faculty. The primary focus of the newsletter is to report on activities that have occurred that week pertaining to current retention efforts of students.

Persistence/Attrition

Attrition data is reported in the *Attrition Reports* each month commencing with the Third Friday Census date and concludes by the last date to withdraw per the institutional calendar. The *Attrition Report* shows credit hour enrollment by each discipline (course prefix) and by discipline groups as of the Third Friday Census date. It also shows the amount of credit hour enrollment as of the date of the report, deducting those students who have withdrawn. The difference in the census enrollment and the current enrollment is then used to calculate an attrition rate for each discipline and group. This *Attrition Report* is distributed to the entire College community with the expectation that those with responsibility for the particular discipline areas will monitor their attrition rates and take measures to promote student success and retention (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pages 30-31). Specific goals for attrition are not identified.

The College tracks completion rates of general education transfer classes and STEM courses, but does not do anything with that data. The Student Learning Assessment Committee has established a goal of creating a process of identifying courses with high failure and/or drop-out rates (*Student Learning Assessment Committee Annual Report 2011-2012*, pages 27-28). The plan is to use the data to begin the process of identifying why the high attrition rates in certain classes with the ultimate goal of improving persistence in those courses.

Completion/Graduation Rate

Graduation rate is measured at the College as follows:

- A cohort of first-time, full-time, degree seeking students is identified each fall semester and is tracked to determine what percentage of these students complete a degree or certificate within 150% of normal time completion as defined by credit hours (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pg. 50-51). Annual graduation rates are reported in the Integrated Postsecondary Education Data System (IPEDS).

Mesalands Community College's goal for graduation rate is to increase the institutional graduation rate by at least 2% per year until the College's graduation rate meets or exceeds the average graduation rate for other New Mexico two-year public colleges (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* page 8).

4.C.2. Mesalands Community College collects and analyzes information on student retention, persistence, and completion of its programs.

The College has established benchmarks and methodologies for tracking and assessing the effectiveness of retention, attrition and graduation efforts and aligns these efforts with its institutional mission, goals and strategic priorities. Approximately nine performance data points relating to retention, attrition and graduation efforts have been established, including baseline measures (in most cases from the 2007-2008 academic year), current performance indicators (generally from the 2010-2011 year) and goal measures for the 2011-2012 year (*Annual Enrollment Management Report 2010-2011*, pg.4-5 and 11-21).

Retention

Mesalands Community College has collected and analyzed fall-to-fall retention rates since 1999 and fall-to-spring retention rates since fall 2000 (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*, pages 7-8).

The College also collects and analyzes data for numerous retention initiatives identified in *4.C.1*. This information is presented in various documents including the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* (pages 57-60 and Appendix O), and the *Annual Enrollment Management Report 2010-2011 (pages 4-5 and 11-16).*

Attrition

As stated in *4.C.1*, the College collects and reports on attrition rates. The College does not identify goals for attrition. Analysis of attrition data is the

responsibility of the particular discipline areas to implement measures which ameliorate attrition deficits.

Also stated in *4.C.1*, the College tracks completion rates of general education transfer classes (*Student Learning Assessment Committee Annual Report 2011-2012*, page 27) and STEM courses. The College has identified the need to define inadequate GE completion rates by establishing a PDSA cycle of assessment with the goal of identifying and addressing issues leading to improved attrition rates.

Graduation Rate

Annual graduation rates are reported in the Integrated Postsecondary Education Data System (IPEDS). A cohort of first-time, full-time, degree seeking students is identified each fall semester and is tracked to determine what percentage of these students complete a degree or certificate within 150% of normal time completion as defined by credit hours (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*pg. 75). The College also collects and analyzes Graduates by Program and Graduation Rates by Program (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pg. 76 and the *Annual Enrollment Management Report 2010-2011*).

Graduation rates for 100%, 150% and 200% of normal time are also reported to U.S. Department of Education through IPEDS and the New Mexico Higher Education Department's Data Entry Analysis Report (DEAR).

Mesalands Community College also reports Performance Based Budgeting Indicators (PBBI) for the New Mexico Independent Community College *Annual Accountability Report December 2011* that includes retention and student success data as required by the New Mexico Accountability in Government Act of 1999. In addition to some of the measures described above, this Annual Report includes the following measures:

- Percent of student success after three years, which includes degree completion, transfer, industry certifications and continued enrollment in higher education.
- Percent placed in jobs or continuing education based on New Mexico Unemployment Insurance data.

Mesalands Community College also submits required reports to the U.S. Department of Education's National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS)

4.C.3. Mesalands Community College uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The following examples demonstrate how the College has used data collected on student retention, attrition, and completion to improve the success of entering students:

- During the 2005-2006 academic cycle, cut-off scores for the ACT COMPASS placement testing were re-evaluated in order to more accurately place students in lower level pre-collegiate courses. (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pg. 61).
- Data collected during the fall 2006 and fall 2007 semesters reinforced the benefit of requiring students to enroll in ACS 100: Student College Success within the first 12 hours of enrollment. Attrition and overall retention rates were improved by increasing the number of students successfully completing that course (*Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011,* pg. 61).

The College has not established consistent processes, i.e., implementing a PDSA cycle of assessment, to improve student retention, persistence and graduation. The College and Student Learning Assessment Committee have identified this failure to "close the loop" as an opportunity for improvement (*Student Learning Assessment Model 2013-2014*, page 13-14, and *Student Learning Assessment Committee Annual Report 2012-2013*, page 4).

4.C.4. Mesalands Community College's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Enrollment management efforts (which include retention, attrition, and graduation) are aligned with the College's mission and tied to a specific mission goal as well as one or more strategic priorities (*Annual Enrollment Management Report 2010-2011*). Reporting requirements are also based on state and national-level expectations and reflect good practices. The *Annual Enrollment Management Report 2010-2011* also states that measures of student retention, attrition, and graduation are suitable to the student populations served with respect to the service area's declining population, current economic downturn and tightening state budget.

Mesalands Community College Strengths

- Mesalands Community College has demonstrated a significant commitment to improving the faculty-student, teaching-learning relationship wherever and however learning occurs through ongoing assessment of student learning. Extensive processes of assessment of student learning and academic achievement have been implemented at the institution, program, and course levels as a result of the College's participation in the Higher Learning Commission Academy for Assessment of Student Learning between 2008 and 2012. The College continues to develop and fine tune the PDSA cycle of assessment of student learning through an established and ongoing commitment to improving student learning.
- Dual enrollment agreements exist between the College and local school districts within and outside the College's service area.

Opportunities for Improvement

- With that knowledge and experience gained based on the institution's participation in the Higher Learning Commission Academy for Assessment of Student Learning, Mesalands Community College has identified the need to establish a PDSA cycle of assessment of student learning across all divisions/departments of the College. The **Institutional Focus on Student Learning Assessment 2013-2014** section of the *Student Learning Assessment Model 2013-2014* (pages 23-24) and the **Student Learning Assessment Committee Goals 2013-2014** section of the *Student Learning Assessment Committee Annual Report 2012-2013* (page 4) have explicitly identified the following objectives as they related to assessment:
  - Develop an action plan to establish a PDSA cycle of learning assessment in Student Affairs.
  - Develop an action plan to establish a PDSA cycle of learning assessment in the Educational Services Center for the pre-collegiate and developmental courses programs.
  - Investigate ways to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-prepared graduates into the workforce and using this information to improve student learning.
- The College tracks completion rates of general education transfer classes and STEM courses but does not do anything with that data. The Student Learning Assessment Committee has established a goal of creating a process of identifying courses with high failure and/or drop-out rates (*Student Learning Assessment Committee Annual Report 2011-2012*, pages 27-28). The plan is to use the data to begin the process of identifying causes for the high attrition rates in certain classes with the ultimate goal of improving persistence in those courses.
- The College has not established consistent processes, i.e., implementing a PDSA cycle of assessment, to improve student retention, persistence and

graduation. The College and Student Learning Assessment Committee have identified this failure to "close the loop" as an opportunity for improvement (*Student Learning Assessment Model 2013-2014*, page 13-14, and *Student Learning Assessment Committee Annual Report 2012-2013*, page 4).

In order to begin working on these opportunities for improvement, Mesalands Community College is considering applying for the Higher Learning Commission's Academy for Student Persistence and Completion. If this opportunity is not available, the College will look at participating in the New Mexico Higher Education Assessment Associations Summer Retreat 2014 as a means to begin addressing these issues.

5. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

CRITERION 5: MESALANDS COMMUNITY COLLEGE'S RESOURCES, STRUCTURES, AND PROCESSES ARE SUFFICIENT TO FULFILL ITS MISSION, IMPROVE THE QUALITY OF ITS EDUCATIONAL OFFERINGS, AND RESPOND TO FUTURE CHALLENGES AND OPPORTUNITIES. MESALANDS COMMUNITY COLLEGE PLANS FOR THE FUTURE.

Mesalands Community College's mission:

> *Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

The College's established goals to accomplish its mission are to provide:

- An environment where learning is appreciated, encouraged, and assessed.
- Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.
- Accessible, multi-faceted services to qualified individuals.
- Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.
- Quality community service programs responding to the diverse needs of the region.

Mesalands Community College's resources, structures, and processes are sufficient to fulfill its mission and goals. The College has significant and articulated processes to promote quality education through assessment of student learning at the institution, program, and course-levels. The College has established review processes to ensure quality educational programs. The College identifies and responds to future challenges and opportunities through its strategic planning process.

5.A. Mesalands Community College's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Despite the sluggish national economy and the continual population decline of Tucumcari, Quay County, and surrounding service area (see Table 5.1),

Mesalands Community College has been able to maintain a strong financial base. The College's strategic planning process has resulted in solid financial planning, the establishment of unique educational programs, grant funding, delivery methods to attract students outside the immediate area, and other resourceful activities to ensure that the College can continue to offer a quality educational experience to meet the future needs of a diverse population.

Table 5.1 Service Area Populations

City	2000 Population	2012 Population	Change	Percent Change
Tucumcari	5,941	5,204	-737	-12.4%
County				
Quay County	10,081	8,769	-1,312	-13.0%
Union County	4,158	4,431	+272	+6.2%
Harding County	803	707	-96	-11.9%
Guadalupe County	4,684	4,603	-81	-1.7%
County Total	**19,726**	**18,509**	**-1,217**	**-6.2%**

U.S. Census Bureau

5.A.1. Mesalands Community College has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Mesalands Community College possesses the fiscal resources, the human resources, the physical infrastructure, and the technological infrastructure to support its quality education and services wherever and however delivered.

Fiscal Resources

Compared to most states, the State of New Mexico provides a significantly greater percentage of the state budget to both K-12 and post-secondary education. In recent years, that percentage of support has started to decline. Mesalands Community College is, and always has been, aware of its fiscal resources, and plans appropriately to ensure continued delivery of quality education and services. As an example of its fiscal responsibility, the College expenditures have been under the approved budget for the last 20 years.

Mesalands Community College's primary revenue sources for fiscal year 2012-2013 were as follows:

- Tuition and fees. Tuition has increased over the past 10 years from an in-district rate of $35 per credit hour in the 2004-2005 academic year to $48 per credit hour in the 2013-2014 academic year. Non-resident tuition has increased from $63 to $89 per credit hour during that same time period.

Students are also charged College-wide and course-specific fees that are listed in the *2013-2014 Catalog* and semester schedules. In fiscal year 2012-2013, approximately 10% of the College's unrestricted revenue was the result of tuition and fees.

- State appropriations. Unrestricted state appropriations for fiscal year 2012-2013 made up approximately 77% of the College's unrestricted revenue. This percentage of state support is up 65% or $1,663,700 from the 2004-2005 unrestricted state appropriations, while the College's total unrestricted revenue for 2012-2013 has increased 54% over fiscal year 2004-2005.
- Local property tax. The local 3 mil levy realized in 2012-2013 was $237,576; an increase of 25% over the budgeted amount.
- State General Obligation (GO) Bonds. State GO Bonds are voted on by the residents of the State of New Mexico in even numbered years. The College has been fortunate to benefit from these bonds. Monies from these bonds have been used for Capital Outlay projects including new buildings, the 1.5 MW General Electric Wind Turbine, and large-scale renovation projects.
- Federal grants (restricted funds). The College was also fortunate to be the recipient of several federal restricted grants in 2012-2013 as shown below:
  - Adult Basic Education - $22,850
  - Hispanic Serving Institution (HSI) STEM Grant - $451,893
  - I-BEST grant $16,250
- State grants. In 2012-2013, the College was the recipient of the following state restricted grants:
  - New Mexico Department of Workforce Solutions (NMDWS) Wind Center grant resulting in revenues/expenses of $573,371
  - New Mexico Corrections grant totaling $17,520 for revenues/expenses
  - Adult Basic Education (ABE) grant with revenues/expenses of $57,594

The 2012-2013 fiscal year budget was $10.5 million, and of that, $3 million were restricted funds. The College's sources of revenue are shown in Table 5.2:

Table 5.2: 2012-2013 Fiscal Year Revenues

Source of Revenue	Dollar Amount	Percentage
Tuition and Fees	$1,040,500	9.9%
State Appropriations	$4,230,200	40.1%
Local Tax Levy	$190,000	1.8%
Grants and Contracts	$2,022,323	19.2%
Student Aid	$1,838,138	17.4%
Sales and Services	$1,067,100	10.1%
Miscellaneous	$57,000	.5%
Earnings from Investment	$20,000	.2%
Capital/R&R Funds	$85,782	.8%
Totals	**$10,551,043**	**100%**

The College's expenditures are shown in Table 5.3:

Table 5.3: 2012-2013 Fiscal Year Expenditures

Expenditures	Dollar Amount	Percentage
Instruction	$3,411,460	32.5%
Academic Support	$1,083,464	10.3%
Student Services	$790,407	7.5%
Institutional Support	$1,286,570	12.2%
Maintenance and Operations	$720,927	6.9%
Public Service	$433,169	4.1%
Auxiliary	$516,882	4.9%
Athletics	$120,000	1.1%
Student Aid	$2,004,138	19.1%
Capital/R&R Funds	$117,497	1.1%
Internal Services Departments	$25,000	.3%
Totals	**$10,509,514**	**100%**

The Mesalands Community College Board of Trustees approved an $11.1 million budget for the 2013-2014 fiscal year on April 30, 2013; of that, $3 million is designated restricted funds and $8.1 million is unrestricted funds.

Another avenue to obtain funding is through Mesalands Community College Foundation, Inc. The Foundation maintains, develops, increases, and extends the facilities and services of Mesalands Community College and provides broader educational service opportunities to its students, staff, faculty, and the residents of the geographic areas which it serves. In order to accomplish this, the Foundation solicits and receives gifts, grants, contributions, and transfer of property, outright or in trust, for the exclusive benefit of the College.

Human Resources

The faculty and staff of Mesalands Community College are the most valuable resource the College has for carrying out the institution's mission. As shown in Table 5.4, the College currently employs 53 full-time employees.

Table 5.4 2012 Employee by Gender and Ethnicity

Employee Type	Number	% Female	% Ethnic Minority
Secretarial/Clerical	10	90%	10%
Maintenance/Custodial	5	40%	40%
Professional	24	54%	23%
Full-time Faculty	14	31%	15%
Adjunct Faculty	57	70%	7%
Totals	110	62%	14%

Fifty-four percent of Mesalands Community College full-time employees are female compared to 58% of community colleges nationally. Twenty-one percent of Mesalands Community College full-time employees are ethnic minority compared to 24% of community colleges nationally (American Association of Community Colleges web site, www.aacc.nche.edu).

The number of full-time faculty has remained relatively consistent since the previous HLC reaccreditation in 2004 as can be seen in Table 5.5.

Table 5.5: Full-Time and Part-Time Faculty

	Fall	2005	Fall	2009	Fall	2013
Degree Level	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Doctorate Degree	3	3	3	0	3	5
Master's Degree/ Professional Degree	6	16	6	16	7	29
Baccalaureate Degree	1	5	2	2	1	4
Associate Degree	3	2	1	1	1	3
Equivalent Experience*	1	1	2	0	2	1

*Full-time faculty hired based on professional experience are required to complete at least a bachelor's degree within a specified time period per their contract of employment.

The percent of full-time faculty degree levels at the College compared to the national levels are presented in Table 5.6.

Table 5.6: Full-Time Faculty Degree Levels

Degree Level	Mesalands Community College Full-Time Faculty	National Community College Full-Time Faculty**
Doctorate Degree	21%	13%
Master's Degree/ Professional Degree	50%	73%
Baccalaureate Degree	7%	11%
Associate Degree	7%	2%
Equivalent Experience*	14%	1%

*Full-time faculty hired based on professional experience are required to complete at least a bachelor's degree within a specified time period per their contract of employment.
** American Association of Community Colleges web site (www.aacc.nche.edu)

The average number of years of service for full-time faculty members is 5.68 years (2012-2013 fiscal year data). The College experienced a large turnover of 27% of full-time faculty prior to the 2013-2014 academic year, which is not reflected in this data. The College was successful in replacing all the faculty that left with highly qualified individuals. A number of the faculty that left prior to the start of the fall 2013 semester are currently teaching as adjunct faculty for the College.

The College frequently experiences difficulty recruiting qualified staff for employment. This results in job positions remaining unfilled; some positions remain open for long periods of time. Regardless of the reasons for this (rural location of the College and hesitancy of relocating, lack of qualified individuals in the community, etc.), the College does advertise many of its positions in professional and national publications, e.g., Chronicle of Higher Education, higheredjobs.com, etc.

Despite the prevailing trend among colleges and universities, the Mesalands Community College ratio of adjunct faculty to full-time faculty is quite low and has remained low since the previous HLC reaccreditation in 2004 (see Table 5.7).

Table 5.7: Ratio of Adjunct Faculty to Full-Time Faculty

Semester – Year	Adjunct Faculty to Full-Time Faculty Ratio
Fall – 2005	1.86 to 1
Fall – 2009	1.36 to 1
Fall – 2013	2.80 to 1

Based on data generated for the 2012-2013 IPEDS Survey, the student to faculty ratio is 19.6 to 1.

Physical Resources

Mesalands Community College's main campus is positioned on 23 acres with room for future expansion. The main campus is comprised of five buildings, with additional buildings located at other sites off campus. The College's physical resources fully support the quality education and services offered to meet the needs of a culturally diverse community. This is especially true in terms of the physical resources available for the College's unique programs.

- Building E houses the North American Wind Research and Training Center, which allows Wind Energy Technology Program students to train in a world-class facility, including the "Tallest Classroom in the World," the 250-foot, General Electric 1.5 megawatt ESS wind turbine.
- The Casting Foundry and Fine Arts Laboratory in Building D allows Fine Arts Program students the ability to create sculptures using one of the few active foundries located on a college campus.
- Farrier Science Program students learn their craft by working with horses in the Farrier Science Laboratory/Horse Shoeing Arena located on campus.
- Students enrolled in the Paleontology and Geology concentrations of the Natural Science Program utilize and contribute to the Mesalands Community College Dinosaur Museum and Natural Science Laboratory which houses roughly 50,000 natural history objects. Approximately 15% of the entire collection (7,000 objects) are entered in the Museum catalog or have been itemized in lists.
- Building H (located off campus) provides the rodeo team with rodeo facilities and a horse complex for boarding of the animals.

Since the previous 2004 reaccreditation visit, Mesalands Community College has seen a significant increase in the number of buildings and square footage on campus. The College has also upgraded and renovated a number of existing spaces. These additions and improvements have enabled the College to expand program and course offerings to meet the ever-changing needs of the community while maintaining the quality and quantity of its education and services. Some of the additions and improvements include:

2006

- Construction of the Building Trades facility.

2007-2008

- Construction was completed on a 7,920 square foot addition to Building A including a Great Room, a Health and Wellness Facility, two classrooms, five offices, and a meal prep room.

2009

- Construction of the 8,838 square foot Building G was completed, which included three classrooms, three offices, the President's offices and meeting room, Board of Trustees meeting room, and new bookstore.
- Erection of the General Electric 1.5 megawatt wind turbine.

2010

- Completion of the North American Wind Research and Training Center (NAWRTC).

2011

- Roof replacement of the Mesalands Community College Dinosaur Museum and Natural Science Laboratory.

2012

- Updating of the Life Science Laboratory (A111) and Physical Science Laboratory (A120) using monies from the STEM grant.

2013

- Approval of a $1.5 million GO Bond for infrastructure repairs and replacement.

Kilmer and Associates Architects were commissioned to prepare a *Facilities Master Plan for Mesalands Community College*. The latest revision of this plan occurred in 2008. The primary purpose of this plan is to provide the College with an existing condition study and analysis of the current occupied spaces, establish space standards for future planning, project future space needs based upon available demographic data, and assemble a baseline document from which the College can expand, regularly update, and refine as a working master plan. The plan was developed to assist Mesalands Community College with the implementation of proposed projects in an orderly and logical manner by projecting an overall need and identifying the required effort to complete the plan. The plan is a graphic summary describing the desired physical growth pattern of the institution for the next five years based upon current available data.

Technological Resources

A strong technological infrastructure is crucial to meet the rapidly changing face of technology as it affects students, faculty, and staff as well as administrative and business operations of the College. To that end, Mesalands Community College is committed to maintaining an infrastructure that has the ability to grow

and expand with changing technology. Such a focus will need to be continuously addressed through a formal process that involves all stakeholders including faculty, staff and students. The *Institutional Computing Management Plan 2010-2011* elucidates the College's goals and processes for addressing the current and future technological needs of its stakeholders.

Currently, there are over one hundred computers available in open labs, Educational Services Center, Library, computer classrooms, Physical Science Laboratory, Life Science Laboratory, Math-Science Learning Center and the North American Wind Research and Training Center. Campus computers use the Microsoft Windows Operating System. Internet Explorer is part of that Operating System. Campus computers provide standard software such as Microsoft Office and Adobe Graphical programs. Specialized software is available for student instruction in appropriate labs and classrooms and includes Anatomy & Physiology Revealed, Diet Analysis +, Adobe Web Premium, Adobe Master Collection, SIMUTECH (for wind energy technology troubleshooting training), etc. Wireless routers were installed throughout campus in October 2011 for student, staff, and faculty use. The Learning Management System (LMS) used for the College's Internet courses is Moodle. Campus computers are connected to the network which supports daily College operations on and off campus.

In order to maintain currency of the technological infrastructure, the College implements a Technology Fee of $7 per credit hour. A $30 Distance Education Site Fee is charged per distance education course.

In the past, Mesalands Community College used two computer systems for the College's administrative and business processes. The Business Office utilized the Sage MIP Fund Accounting Software. This system did not allow for multiple users simultaneously which was not initially a problem due to the small size of the College. The data input functions were rudimentary and did not contain data filtering or profile capabilities to ensure consistent data quality. Different employees using the software often used different methods of describing and inputting entries and frequently left information blank when it was not immediately available. The second system used by the College for student information, course information and scheduling was SONISWEB. SONISWEB had many of the same characteristics as the Sage MIP Fund Accounting Software in that it did not possess many constraints as to the quality of data that could be inputted. Without the data input quality checking and enforcing features, the quality of data was sometimes inconsistent.

In the late 1990's, the College installed a network that provided access to these two database systems allowing more simultaneous usage by faculty and staff. A concerted effort was made to increase the consistency of data input.

In 2010, the majority of colleges and universities in the State of New Mexico moved to the Banner system which was much more responsive to the reporting requirements of state and federal government entities. Mesalands Community College was not able to make this transition to Banner due to the costs associated with such a move.

A number of key staff members, including the Dean of Instructional Services visited Ozarka College in Arkansas, who used both MIP and SONISWEB. Their systems were integrated and worked effectively and efficiently. Based on the information gained during that visit, Mesalands Community College planned to follow Ozarka College's model of combining MIP and SONISWEB. Unfortunately, that plan was not realized after the departure of the Dean of Instructional Services.

Instead, in December 2011, and under the leadership of the second President, the College opted to purchase the Jenzabar system. "Jenzabar EX is a comprehensive, fully-scalable administrative platform designed specifically for use in Higher Education (Jenzabar sales information)." In hindsight, very little advance planning and strategic analysis of the product was completed. The decision was made at the time of purchase to "Go Live" in just over seven months. The product's minimum recommended time frame from purchase to "Go Live" was stated to be 15 months, while Jenzabar staff acknowledged the usual time frame to be 18 to 24 months. The short time frame for implantation, as well as data quality, presented a huge challenge for the College which still persists today.

The College provides appropriate technological infrastructure to deliver its distance learning courses. Distance learning modes of instruction include:

- Internet (Moodle)
- Webcast/Video
- Mesalands Telecommunication Network (MTN)
- Digital ITV
- Podcasting-Audio and Video

The distance learning needs of Guadalupe County Correctional Facility (GCCF) in Santa Rosa, New Mexico, and the Northeast New Mexico Detention Facility (NENMDF) in Clayton, New Mexico, have presented a unique challenge to the College. In 2004, the College began offering courses at GCCF. Because of the Warden's security concerns regarding corrections students' having access to the Internet, the College presented a unique solution to offering Internet courses without allowing the correction students access to an open Internet connection. Two servers would be used at GCCF. One server was located in the 20 station computer laboratory while the second server was located in a secure administrator's office, both located at the GCCF. Each server had two hard drives; one being the windows operating system and the other a removable hard

drive with WebCT (the learning management system (LMS) used at the time). The courses offered by the College were installed via the LMS on the removable hard drive. During scheduled class times at the GCCF, the hard drive with the College courses was installed into the server in the computer laboratory. This allowed students access to their WebCT courses. When the courses were completed in the evening, the hard drive was transferred to the server in the secure administrator's office. This allowed the College faculty teaching the courses the opportunity to manage the courses over the Internet the next morning.

In 2008, the State of New Mexico solicited bids for a consolidated LMS for use throughout the state. It became clear to Mesalands Community College very early on that regardless of what system would eventually be used, the costs to the College could triple. The College opted out of the state-wide consortium and installed Moodle, a free and widely installed, highly reviewed alternative. The transition from WebCT to Moodle at the GCCF had no impact on course delivery.

In early 2009, the warden at GCCF moved to NENMDF in Clayton, New Mexico, and requested the same educational support and LMS from the College that was used at the Santa Rosa facility. The College provided those services to NENMDF and the relationship continues today.

In 2012, Mesalands Community College began offering Internet-based Wind Energy Technology (WET) classes at the request of NEMNDF. Another removable hard drive with the WET courses was used for delivery by exchanging it out with the existing hard drive. The process of constantly switching out the hard drives became problematic due to Windows server constraints. In order to address this, a new operating system based on Linux was developed and a second Moodle server was connected to the computer laboratory.

In order to continually improve class offerings and services to these and other correction facilities, the College is exploring the use of a Virtual Private Network (VPN). The VPN will directly tie the server in the computer laboratory to the Internet while maintaining a secure connection. The VPN prevents electronic access out of or into the network much like a water pipe that moves water only where it is intended. The U.S. Government allows top secret information to be sent out over such connections. It is the goal of the College to use this technology to meet the present and future security needs of institutional stakeholders. The College is optimistic that its correction partners at GEO Corporation will agree to this system in lieu of the existing system.

The College Library maintains significant electronic resources and online databases to promote student learning (*New Mexico Consortium of Academic Libraries 2010 Academic Library Statistics*). Approximately 70 subscription databases are available to Mesalands Community College students, faculty, and staff and are identified in alphabetical order on the College Library webpage.

Upon request from the Library, students are provided with log-in information for the online databases.

All students enrolled in at least one regular College course receive a student email account through the Mesalands.net services. This email account provides students and their instructors a consistent means of communication. Students are encouraged to use their Mesalands.net account when corresponding via email with their instructors.

5.A.2. Mesalands Community College's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Mesalands Community College is required to submit an annual budget to the New Mexico Higher Education Department (NMHED) for approval. The College is also required to submit Budget Adjustment Requests (BAR) to the NMHED for approval in order to move monies from the instructional side of the College's budget to any other exhibit/division within the College.

Mesalands Community College is a public community college; therefore, it does not disburse revenue to any superordinate entity. All of the College's resources are allocated to support the institution's mission and goals.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of Mesalands Community College's organization, resources, and opportunities.

As stated in *1.A.*, the actualization of the College's mission statement cannot be achieved without understanding and working towards accomplishment of the institution's goals. Assessment of student academic achievement and learning has taught faculty, staff, and administration that recognition of how well the College is serving the needs of its students and community means nothing if not measured. It is the institution's stated goals that provide a barometer and means to measure whether or not the College is fulfilling its mission. In order to be valuable, these goals must be realistically based on the College's organization, resources, and opportunities. As outlined in the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness*, Mesalands Community College has an established process for guiding its operations and assessing its overall institutional effectiveness by linking the College's mission and goals with the Strategic Plan. This process is described in detail in *1.A.3*.

In November 2013, the *Purchase Requisition Approval Tracks*, as well as the *President's Division*, *Administrative Affairs Division*, *Academic Affairs Division*, and *Student Affairs Division* organizational charts were updated to ensure

effective monitoring and utilization of resources to further support realization of the College's mission and goals.

5.A.4. Mesalands Community College's staff in all areas are appropriately qualified and trained.

As stated under *5.A.1*. Human *Resources* section, Mesalands Community College recognizes that the faculty and staff are the most valuable resource the College has for successfully achieving the institution's mission and goals.

Faculty and Staff Qualifications

In terms of faculty qualifications, Mesalands Community College follows the guidelines set-forth by the Higher Learning Commission's *Criteria for Accreditation* in *The Assumed Practices, section B.2, Faculty Roles and Qualifications*:

> *"a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established…..When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process."*

All new faculty position job descriptions are developed by the VPAA and approved by the Board of Trustees to ensure proper required educational qualifications and/or work experience. All full-time and adjunct faculty teaching transferable courses must possess a master's degree or higher. Full-time faculty teaching applied science courses have work experience in the field they are teaching and hold appropriate certification/licensure and/or degree. The College's Director of Personnel oversees the hiring process as outlined in the *Administrative Procedures for Position Authorization, Search, Screening, and Selection*, and is responsible for the initial evaluation of applicant qualifications.

The percent of full-time and part-time faculty degree levels at the College compared to the national levels are presented in Table 5.8.

Table 5.8: Full-Time And Part-Time Faculty Degree Levels

Degree Level	Mesalands Community College Full-Time Faculty	National Community College Full-Time Faculty**	Mesalands Community College Part-Time Faculty	National Community College Part-Time Faculty**
Doctorate Degree	21%	13%	12%	5%
Master's Degree/ Professional Degree	50%	73%	69%	48%
Baccalaureate Degree	7%	11%	10%	33%
Associate Degree	7%	2%	7%	7%
Equivalent Experience*	14%	1%	2%	7%

*Full-time faculty hired based on professional experience are required to complete at least a bachelor's degree within a specified time period per their contract of employment.
** American Association of Community Colleges web site (www.aacc.nche.edu)

Mesalands Community College assures that student support services staff members are appropriately qualified to provide students with the critical services to help them succeed at the College. This is accomplished through the hiring process, adequate training upon employment, and appropriate professional development opportunities deemed necessary to remain up-to-date. Refer to *3.C.6* for details.

Faculty and Staff Training

Mesalands Community College faculty and staff are appropriately trained through a number of avenues, including orientation and training upon hire, as well as limited professional development.

Orientation

The purpose of the College's new employee orientation plan is to genuinely welcome the employee, help the employee feel at ease, and provide essential information for the new employee to help them adjust to their new surroundings and duties. In addition, orientation is meant to improve employee retention by fostering positive perceptions about Mesalands Community College and confirming the employee's decision to join the College. The *New Employee Orientation Plan* details the steps involved in the orientation process.

All new employees meet with the Director of Personnel either prior to the first day of employment or by the third day of employment to complete all required paperwork. At that time, new employees are also provided a benefits orientation. Major College documents and handbooks are provided and introduced to the employee as appropriate to his/her position.

As part of the department/division orientation**,** the appropriate Vice-President or supervisor arranges for the preparation of the new employee's workstation prior to their arrival. Computer access, long-distance telephone code, copy codes, mailbox assignment, key assignment, and business cards are assigned.

Within the first week of employment, the hiring department/division will arrange a College-wide orientation that takes two days to complete. The new employee is scheduled to meet with each of the following departments and/or responsible individuals:

- Academic Affairs
- Administrative Services
- Bookstore
- Business Office
- Central Services
- Distance Education/Community Education/Dual Enrollment
- Educational Services Center
- Enrollment Management
- Financial Aid
- Health and Wellness Facility
- Institutional Research and Development
- Institutional Technology
- Library
- Museum
- Personnel Office
- Public Relations
- Recruiting
- Small Business Development Center (SBDC)
- Student Affairs
- Student Learning Assessment

Required training for a particular position or job duty is completed based on the new employee's job position. Required trainings for the majority of the new employees include, but are not limited to, the following:

- telephone systems training
- work order systems training
- mymesalands.edu orientation
- Employee Drug-Free Workplace training

- “Avoiding Sexual Harassment” training
- Jenzabar training
- driver safety training
- adult first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED) training

Professional Development

Mesalands Community College encourages professional development through tuition reimbursement, participation in state and national organizations and promotes attendance at meetings and seminars based on available resources. In some instances, Mesalands Community College courses may be provided to an employee at no cost to that employee when it has been determined by the appropriate Vice-President or the President that the course is necessary for the development of specific job-related skills (*Personnel Handbook 2013-2014*).

Although the College highly encourages faculty to pursue professional development, budgetary constraints have consistently and negatively impacted this pursuit. Despite the lack of funding available for professional development, a 2013 on-line survey of fifteen full-time faculty (73% response rate) indicates participation in the following activities in order to stay current in their respective fields:

- reading professional development articles (journals, periodicals, newsletters)
- attending conferences/seminars/webinars
- pursuing higher degrees
- taking additional courses
- updating and revising curriculum
- reviewing desk copies of books
- networking with other professionals in the same discipline
- memberships in professional societies
- attending workshops

Based on the responses, faculty members spend an average of 1-5 hours per week staying current in their discipline. Limited funding and time constraints were the most common reasons cited for not participating in professional growth opportunities. All faculty members responding to the survey stated that they make changes to curriculum/classroom lesson plans based on professional development opportunities.

All professional development activities completed by faculty and staff are presented monthly to the Board of Trustees, per *Board Policies*, subsection 9.1.2, which states “(a) report of financial and educational activities of the academic year are to be submitted to the Board by the President of the College during Board meetings.”

Mesalands Community College supports professional development and training as evidenced by the Board of Trustees policies. Expenditures cannot be identified since the College does not have a specific line item in the budget for professional development and training. In addition to financial support from the College, costs associated with professional development and training are also covered by various grants and personal funds.

5.A.5. Mesalands Community College has a well-developed process in place for budgeting and for monitoring expense.

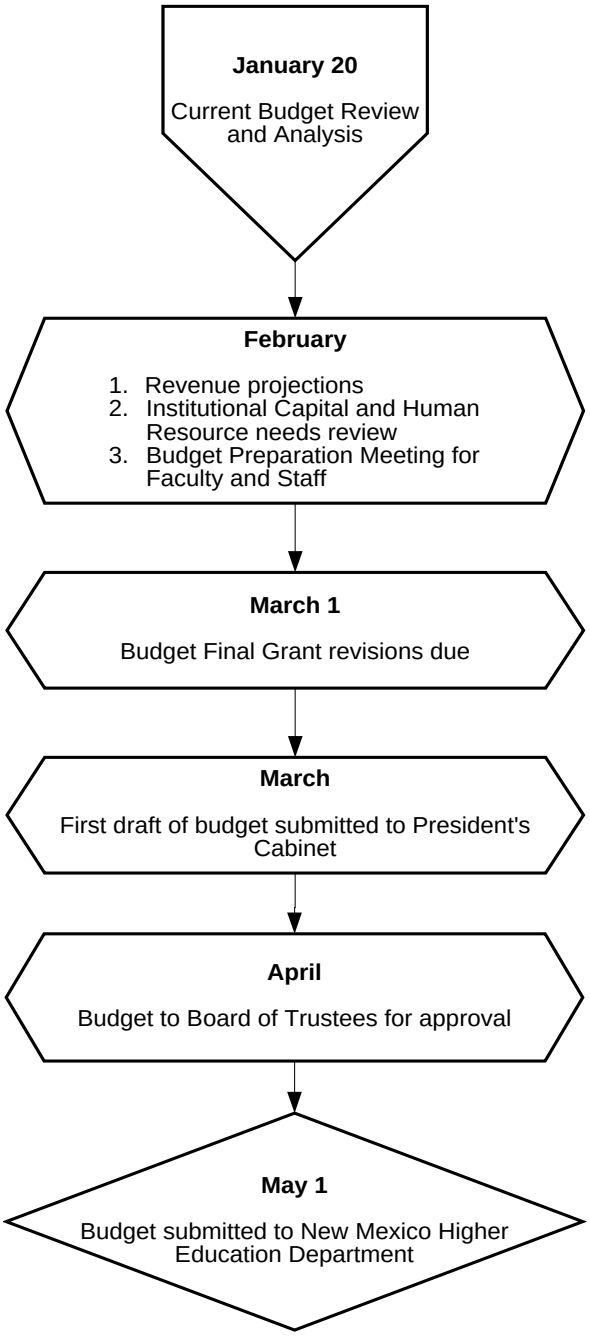
Mesalands Community College's annual budget is developed in a participatory manner allowing input into the process by all employees including faculty and staff. The College believes all parties responsible for the institution's operations should have a voice in the budgeting process.

The College employs the modified zero-based budgeting process which assumes that each year the budget returns to zero and a new budget is developed. A modified zero-based budget approach, as opposed to a true zero-based budget, takes into consideration the need to address fundamental fixed costs such as salaries, utilities, insurance, legal, and audits. Therefore, the new budget is based on need – not want – and is directly tied to the College's mission, goals and strategic plan (*Administrative Services Handbook 2013-2014*, page 3).

Budget Process

The budget is prepared in accordance with the following *Budget Preparation Timeline*:

Figure 5.1: BUDGET PREPARATION TIME LINE



The modified zero-based budget process begins at the department level in March. Each department uses the *Budget Preparation Form* to request and justify the need for expenditures in the coming year. Budget requests are submitted to the appropriate Vice-President/Director for review. Each Vice-President/Director works with the Business Office to formulate the division's budget request which is then presented at the President's Executive Cabinet. Once the Executive Cabinet has settled on the final budget, it is submitted to the Board of Trustees for approval. The budget is then presented to the New Mexico Higher Education Department (NMHED) by an established deadline for consideration and approval. Final approval is granted by the New Mexico Department of Finance and Administration (DFA).

Monitoring Expenses

Jenzabar is the College's business accounting software. This system is programmed to automatically route the electronic requests for expenditures through the *Purchase Requisition Approval Tracks*. The purpose of these automated approval tracks is to provide the necessary scrutiny and approvals on a timely basis. The system also flags account conditions, such as budget balances, when registering each request for expenditure.

Each department/division budget is the responsibility of one member of the President's Executive Cabinet. The Director of Business and Auxiliary distributes monthly budget reports to the entire Executive Cabinet. It is the responsibility of each Executive Cabinet member to distribute these reports to the department heads to discuss and ascertain that budgetary activities are supporting both the department's and College's mission and goals. Adjustments to the department budgets must be formally requested and submitted using the *Budget Adjustment* form. Line item budget adjustments within a specific area require the appropriate division head's signature. Budget adjustments across areas require the approval of the President's Executive Cabinet.

5.B. Mesalands Community College's governance and administrative structures promote effective leadership and support collaborative processes that enable Mesalands Community College to fulfill its mission.

Although the College has numerous and effective governance and administrative structures in place to promote effective leadership and support collaborative processes by engaging internal constituencies, recent events have caused the institution to reevaluate and address governance structures. In July 2011, the College's first and only president retired after 15 years. In concert with the Association of Community College Trustees (ACCT), the College conducted a national search and named a new president. Through a series of individual, committee, and executive meetings between the new President, employees, and community members, several keys issues led to the modification of the 2009-2013 Strategic Plan. Two of the seven identified issues related to collaborative

governance and were as follows (*Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals Progress Report 2011-2012*, pages 1-2):

1) College employees desired more input and involvement in the decision-making process.
2) Employee morale was in need of a boost.

The third President of the College, who began his tenure in August, 2013, has made it a priority to address these issues.

5.B.1. Mesalands Community College has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

The majority of the College's policies and procedures to engage its internal stakeholders (faculty, staff, and administration) in the institution's governance are documented in two publications: the *Personnel Handbook 2013-2014* and the *Administrative Services Handbook 2013-2014*. These two publications govern the employment relationship between faculty, staff, administration, and the institution, as well as describe the administrative structure of the College. The Personnel Handbook is approved and reviewed by the Board of Trustees as outlined in the **Board Policies, Policy Title: 5.1, Board Approval of Personnel Handbook**.

In accordance with Section 5.1.2 of the *Board Policies,* the Personnel Handbook is distributed to each employee at the time of employment and thereafter as new editions are published. All employees are required to review the publication and submit a signed waiver, acknowledging that they have read the publication. The waiver is collected by the Director of Personnel and placed in each employee's personnel file. The same distribution process is made with the Administrative Services Handbook and the Faculty Handbook.

Mesalands Community College subscribes to the principle that the faculty, staff, and students should contribute and assist in formulating policies and procedures for the College, subject to the approval of the administration and, if necessary, adoption by the Board of Trustees. To implement this principle, the President's Executive Cabinet meets weekly, the Cabinet meets bi-weekly, and the Executive Team, composed of mid-managers, meets monthly. In addition, College standing committees have been formulated, the number of which depends upon the needs of the institution over time. Additionally, ad hoc committees may be formed as needed. Appointments to College standing committees are made by the appropriate member of the President's Executive Cabinet. Committee membership is summarized in Table 5.9. Descriptions of committees can be found in *3.C.1*.

Table 5.9 Committee Membership

Committee	Administrative Membership	Full-Time Faculty Membership	Full-Time Staff Membership	Student Membership
Student Learning Assessment Committee	1	3	2	1
Curriculum Coordinating Committee	1	2	1	
Academic Standards and Issues Committee	1	2	1	
Institutional Effectiveness, Research and Planning Committee	1	2	5	
Faculty Council	1	14 (all full-time faculty)		
Faculty Senate		13 (voting members		
Student Affairs Committee	1	1		2
Student Government	1			4
Executive Cabinet	4			
Cabinet	4	1	5	
Executive Team	4	1	15	

During the 2011-12 academic year, the Faculty Senate was established as a means of facilitating shared governance between faculty and administration. Creation of the Faculty Senate by the second President was in response to the College's full-time faculty members' desire for more input and involvement in the decision-making process. As part of the Faculty Senate Constitution's stated mission, the Faculty Senate can make recommendations to the Vice-President of Academic Affairs on College policy and governance issues of concern to faculty, advocate for faculty viewpoints on all issues in which faculty perceive themselves

as stakeholders; and initiate recommendations for the advancement of the educational mission of the College (*Faculty Senate Constitution*). The Faculty Senate is in its infancy and is not yet a functional body.

Administration members at the College contribute to the institutional governance by making recommendations to the College President regarding proposed policy formation and/or proposed policy changes. To implement this, the President's Executive Cabinet meets weekly.

Mesalands Community College is independently governed by a Board of Trustees who are publically elected under the provisions of Sec.12-13-8 of *New Mexico Statutes Annotated (NMSA), 1978*. The College's *Board Policies* formalize the Board of Trustees function and responsibilities in the governance of Mesalands Community College. As stated in the *Board Policies* **Policy Title: 2.4.7**, the Board of Trustees' primary responsibility is the formation of policies based on a variety of inputs and recommendations from, and in concert with, the President and his/her administration.

It is Mesalands Community College policy that the Board of Trustees meets monthly on the College's campus. These meetings are publically announced in accordance with the New Mexico Open Meetings Act NMSA 1978, Chapter 10, Article 15-D as dictated by the New Mexico *Open Meeting Act Compliance Guide* provided by the New Mexico Attorney General's Office. All internal constituencies of Mesalands Community College, as well as members of the general public, are permitted to attend and listen to the deliberations and proceedings of any regularly-scheduled Mesalands Community College Board of Trustee Meeting as specified by the New Mexico Open Meetings Act 10-15-1A. All internal constituencies of Mesalands Community College, as well as public citizens, are permitted to publically address the Board of Trustees. The procedures for public comments and agenda items are listed in the *Board Policies,* **Policy Title 2.3, Procedures for Addressing the Board**.

Students' role in institutional governance is outlined in the *Student Handbook 2012-2013*, page 80. Students at Mesalands Community College are encouraged to voice their opinions on issues and matters of general interest to the student body. Students have the opportunity to voice their opinion by actively participating in governance by joining the Student Government Association, or becoming a student-body officer. Any student's ideas or concerns regarding the College's policies can be directed to the President of the Student Government, who is a member of the Student Affairs Committee. The Student Government Association is open to all students enrolled at the College. One of the goals of Student Government Association is to assume the responsibilities of participatory governance in a joint effort among students, faculty, staff, and administration.

5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Board of Trustees of Mesalands Community College is an elected body of individuals comprised of five members, one elected from each of the five districts comprising Mesalands Community College District, County of Quay, and State of New Mexico. However, once elected, Trustees collectively represent the entire population of the District, not the citizens of the District by sub-divisions which elected them.

The Board is responsible for broad policies that govern all phases of the educational programs offered at Mesalands Community College. This includes oversight of the institution's financial and academic policies and practices while meeting its legal and fiduciary responsibilities. The Board of Trustees regularly adopts and disseminates policies for guiding decisions related to the operation of the College in support of the institution's mission and goals.

The Board of Trustees' responsibility to provide oversight for the College's financial policies and practices are established in section 8.0 of the *Board Policies,* which is devoted to the fiscal management of the institution. Though the Board delegates responsibility for general fiscal management to the College's President, the Board has adopted specific policies relative to fiscal management as required by New Mexico state statutes. These policies are listed in sections 8.1.1 through 8.1.7 and include annual budget review, audit policy, external auditors, check authorization, mileage/per diem rates, and procurement codes. Section 8.2 of the *Board Policies* addresses advancement expenditures while sections 8.2.1 through 8.2.3 address purpose of expenditures, revenue sources, and accounting practices of the College. Sections 8.2.4 and 8.2.5 address allowable and prohibited expenditures. A monthly report from the College's Business Office is presented at the regularly-scheduled public meeting for the Board's review. Evidence of this practice is documented in the Mesalands Community College Board Meeting Minutes.

The Board of Trustees is knowledgeable about the College's academic policies and practices. Though the Board delegates responsibility for general academic affairs to the College President, the Board does adopt specific policies relative to academic affairs as required by New Mexico state statutes. As identified in the *Board Policies* section 7.1 to 7.2, the Board annually reviews and approves the College catalog and all current program offerings. The Board also reviews instructional policies and activities as they relate to dual enrollment, general education degree policies, and assessment of student learning.

The Board is acutely aware of its ultimate responsibility to the general public and to the student population at large. Recommendations for Board policy changes are received by the Board in an orderly manner through the duly constituted

arrangements described in Board policies and implemented by current administrative procedures. The Board relies upon the President and the administrative staff for their experience and expertise in higher education and college administration to provide the Board with general guidance in developing, implementing, and maintaining currency in Board policies. The implementation of the policies through administrative measures is delegated by the Board to the President as the Chief Executive Officer for the Board of Trustees.

Board members participate in activities to improve their knowledge and understanding of Mesalands Community College's role in the world, national, State and local communities. As stated in the *Board Policies* Section 2.4.9, "[t]he Board will take steps to increase the professional growth of the board members by subscribing to suitable professional publications, participating in professional organizations and professional development both at the state and national levels." In adherence to this policy, College Board Members actively participate in national conferences of professional organizations such as Association of Community College Trustees. This commitment to actively participate at the national level is demonstrated by Mr. Jimmy Sandoval, Board of Trustee Vice-Chair, who serves as the Western Region Associate Member of the Diversity Committee for the Association of Community College Trustees (ACCT). Mr. Sandoval is also a member of the Association of Latino Community College Trustees for ACCT. Newly-elected Mesalands Community College Board Members are encouraged to attend the Association of Community College Trustees board training conferences in order to familiarize themselves with the responsibilities of college Board of Trustee members.

In compliance with New Mexico Open Meetings Act, NMSA 1978, Chapter 10, Article 15 Section 1G, the Board secretary keeps official minutes of each Board of Trustee meeting.

5.B.3. Mesalands Community College enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Mesalands Community College subscribes to the belief that the administration, faculty, staff, and students should be actively involved in formulating academic policies and procedures for the College, subject to the approval of the administration and, if necessary, adoption by the Board of Trustees. A number of established processes and structures allow these internal constituents to collaboratively contribute to setting academic requirements, policies, and processes. Section *3.C.1* addresses the structures and processes for faculty oversight of the curriculum. Section *5.B.1* elucidates how administration, faculty, staff, and students can engage in the College's governance, thereby allowing these constituents to drive policy change as it relates to academic requirements,

policies, and processes. Table 5.9 summarizes the number of administration, faculty, staff, and students on each College committee.

5.C. Mesalands Community College engages in systematic and integrated planning.

Mesalands Community College planning and budgeting process is driven by its mission and goals through a systematic, integrated, and participatory strategic planning process outlined in both the *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness* and the *Strategic Plan 2009-2013 Phase I Environmental Scan*.

5.C.1. Mesalands Community College allocates its resources in alignment with its mission and priorities.

Mesalands Community College has used the strategic planning process since 1996. The College has been well-served by this process as a means to fulfill its mission and goals and respond to future challenges and opportunities. It allows the College to plan for the future. See *1.A.3* for a detailed explanation and *5.A.1* for supportive evidence on how the College allocates its resources in alignment with its mission and priorities.

5.C.2. Mesalands Community College links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The processes of assessment of student learning and academic achievement are linked to the College's evaluation of its operations, planning and budgeting. The processes associated with direct and indirect assessment of student learning are spelled out in detail in *4.B.1*, *4.B.3*, *4.C.1*, and *4.C.2*. Extensive processes of assessment of student learning have been implemented at the institution, program, and course levels as a result of the College's participation in the Higher Learning Commission Academy for Assessment of Student Learning between 2008 and 2012. The Overview portion of the **Response to the 2004 Report of a Comprehensive Evaluation Visit** section of this self-study identifies and summarizes the College's assessment-related actions since its initial participation in the Academy in November 2008, and are a direct response to those areas identified in the *Report of a Comprehensive Evaluation Visit to Mesalands Community College by the Higher Learning Commission*. Since that time, dramatic development of assessment processes of learning outcomes have occurred in the academic programs. As this assessment process matures and develops over time, the College must better link the results of assessment in order to improve the institution's overall evaluation of its operations, planning, and budgeting through a plan-do-study-adjust (PDSA) cycle of assessment.

Evaluation of Operations

Indirect assessment data collected by the College (as reported in the *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011*) are directly linked to the operations, activities, and efforts of Student Affairs to improve student retention, attrition, and graduation. Section *4.C.1* defines the goals for these efforts, *4.C.2* describes the data collection and analysis based on these efforts, while *4.C.3* identifies how this information is used to improve student retention, attrition, and graduation.

The following two examples demonstrate how the College has used assessment of student learning to evaluate and change its academic operations. Data collected during the assessment of general education (GE) competencies attainment was used to evaluate its operations of teaching and measuring these proficiencies.

1) Assessment results suggested that the writing skills of students were not meeting established goals. Data suggested that students writing skills were seldom reinforced outside the core requirement course of ENG 102: English Composition. In order to consistently reinforce the writing skills taught in that core course, the College initiated the Writing Across the Curriculum initiative in 2009. This initiative requires writing skills to be reinforced and evaluated (using the College's writing rubric) in every course, wherever and however taught.
2) In an attempt to more meaningfully assess general education competency attainment of graduating students, the College implemented ENG 299: Capstone Portfolio Course beginning the spring 2012 semester. The capstone course utilizes the College's rubrics to assess achievement of the general education competencies using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation. This course must be completed during the student's last semester prior to graduating with a degree. Based on results during the fall 2011 PDSA assessment cycle, the ENG 299 requirement replaced the College's General Education Assessment (GEA) as of the spring 2012 semester. The GEA was the College's previous attempt to measure general education competency attainment, using a home-grown case scenario assessment tool. Student effort on the GEA was frequently poor since the results had no bearing on whether or not the student would graduate.

Planning

As identified in *1.A.3*, the College's strategic planning process aligns the institution's mission and goals with fourteen Core Indicators of Effectiveness as identified by the American Association of Community Colleges (AACC). The institutional goals are aligned with one or more of the AACC Core Indicators of Effectiveness. The College then identifies, develops and aligns its strategic

priorities, strategic goals, and tactical objectives with the institutional goals. These strategic priorities, strategic goals, and tactical objectives delineate the planning and budgeting process and, ultimately, the College's planning and budgeting priorities. Whether or not the College has been successful in meeting these planning and budgeting priorities is measured with the following student learning assessment tools, many of which are student learning assessment related. Measurement tools and working definitions used to assess these indicators, as well as results, are described in the *Institutional Effectiveness Annual Report 2009*.

- ABE Report
- ACT Alumni Survey
- ACT Entering Student Survey
- ACT Student Opinion Survey
- ACT Withdrawing/Non-Returning Student Survey
- Advisory Committees
- Alumni Survey
- Classroom Assessment Techniques
- College Assessment of Academic Proficiency (CAAP)
- Community Interest Survey
- Graduation Rate Survey
- High School Interest Survey
- Institutional Assessment Survey
- Licensure/Certification
- New Mexico Department of Labor/New Mexico Higher Education Department Graduate Placement Data
- Pre-tests/Post-tests
- Small Business Development Center Interest Survey
- Student Goal Attainment
- Student Learning Assessment Committee Annual Reports
- Survey of Student Organizations

Budgeting

Indirect measures of student learning, such as retention, attrition, and graduation, are included in state reports, e.g., Integrated Postsecondary Education Data System (IPEDS) and Performance Based Budgeting Indicators (PBBI). Beginning with the 2013 fiscal year, the State of New Mexico will be implementing a new higher education Funding Formula. Student learning and success measures are planned for inclusion in this formula. Progressively larger proportions of the funding formula will be dedicated to these student success measures. This upcoming shift in the funding formula will require Mesalands Community College to rededicate itself to effectively linking its assessment of student learning to institutional budgeting processes.

The College does directly link its PDSA cycle of assessment of student learning at the program level to the institutional budgeting process. As identified in each **Student Learning Assessment Program Report**, as well as in *4.B.1* under **Program Level Student Learning Assessment Goals and Processes**, program directors are required to perform an **Analysis** of the assessment data with the goal of identifying a **Problem Area** where learning is not occurring at the identified goal level. The faculty then establishes a specific, measureable **Goal** and **Action** plan to address that **Problem Area**. The **Action** plan is then implemented during the next academic cycle and the **Results** of the **Action** plan are identified in the next report. If the **Action** plan will require financial support to implement, the program director can formally request that support using the **Budget Preparation Form.** The program director outlines how and why the supportive monies are needed to implement the **Action** plan. This budget request is then submitted to the VPAA for review and consideration.

Student learning assessment data has been used in conjunction with evaluation of current operations, future planning, and budgetary needs, and has led the College to apply for and acquire two grants – the HSI-STEM grant and the I-BEST grant. The grants were awarded based on need and are maintained based on continual improvements in student success. Need and success are justified via student learning assessment measures.

5.C.3. The planning process encompasses Mesalands Community College as a whole and considers the perspectives of internal and external constituent groups.

The Strategic Plan is the primary driving force in the College's planning process. The Strategic Plan planning process has been used since 1996; the College is presently in its fifth Strategic Plan, which encompasses 2009-2013. The current strategic planning process is detailed in a number of documents including the following:

- *Strategic Plan 2009-2013 Phase I Environmental Scan*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Strategic Goals and Tactical Objectives 2009-2010*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Progress Report 2009-2010*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Strategic Goals and Tactical Objectives 2010-2011*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Progress Report 2010-2011*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Strategic Goals and Tactical Objectives 2011-2012*
- *Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Progress Report 2011-2012*

- *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness*
- *Institutional Effectiveness Annual Report 2009*

Activities associated with the entire strategic planning process are structured to provide employees, students, and the governing board (which represents the public) with opportunities for input. Face Validity exercises giving all employees a voice are used to identify **S**trengths, **W**eaknesses, **O**pportunities for improvement, and possible outside **T**hreats (SWOT exercise) with the objective of facilitating the realization of the institutional mission and goals.

Mesalands Community College's annual budget is developed in a participatory manner allowing input into the process by all employees including faculty and staff. The College believes all parties responsible for the institution's operations should have a voice in the budgeting process. This process ensures that budgets are being developed from the bottom up, thus giving everyone a voice in the process (*5.A.5*).

Section *1.D.3* provides additional examples of how the College engages its internal and external constituent groups in the planning process.

5.C.4. Mesalands Community College plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

The systematic approach of the strategic planning process is designed to insure that the College takes into account global, national, State of New Mexico, regional, and local factors; as well as the availability of financial, human, and physical resources to ensure the institutional mission and goals are realized. Strategic factors may change rapidly, so the strategic planning process is designed to maintain currency of the plan by adapting to the most likely scenarios it can expect to face over the course of the four year plan. Continuous monitoring and evaluation of the strategic process will allow the College to determine how effectively it is using its resources, how it is minimizing and reducing its challenges, and what its priorities should be in future years. While strategic planning is a formalized process at the College, it is critical that the Strategic Plan remain flexible, in order to adapt to an environment that may cause necessary change. Therefore, as the Strategic Plan is carried out, new priorities and goals may emerge as a result of monitoring and evaluation. Through efforts in this strategic planning process, the College will, therefore, be better prepared to address its future responsibly (*Strategic Plan 2009-2013 Phase II Strategic Priorities and Goals-Strategic Goals and Tactical Objectives 2011-2012*, page 4).

The College attempts to anticipate fluctuations in state funding, and changes to the funding formula, by attending meetings of the Legislative Finance Committee (LFC) and New Mexico Higher Education Department (NMHED). The President of the College advocates for the institution by attending State legislative sessions. The College is a member of, and represented by, the New Mexico Independent Community Colleges (NMICC). The NMICC supports the mission of independent community colleges through the advocacy of a limited agenda of issues deemed critical to its member institutions. The NMICC agenda generally focuses on funding issues (excluding capital outlay) and is determined by member institutions through a consensus-building process.

To address student enrollment, the College is presently implementing the *Integrated Marketing and Communications Plan 2013-2015*. The overall stated goal of the plan is to "increase enrollment" by:

- enhancing public awareness of the College's programs, resources, services, and unique opportunities
- integrating recruiting and marketing efforts of Student Affairs, Academic Affairs, and the Public Relations Office
- increasing the overall visibility of the College and reinforcing its brand and reputation within the community, region, and State
- defining the College's marketing goals, identify audiences, and providing strategies on how to effectively reach these goals
- serving as an information document to faculty and staff by providing marketing goals and strategies for maintaining a consistent visual identify

In order to increase enrollment, despite the small and declining population area served, the College has expanded its educational offerings to include a number of off-campus dual enrollment and correctional facility sites. This required the expansion and updating of the College's technological infrastructure to expand the delivery of distance learning courses. As a result of expanded offerings on all fronts, the College experienced a significant growth in its total enrollment from 872 students in 2003-2004 to 1555 students in 2012-2013. The College plans on implementing additional outreach and engagement activities for dual enrollment and correctional facility sites. During the November 2013 legislative reception sponsored by the Greater Tucumcari Economic Development Commission and the Tucumcari Chamber of Commerce, the College identified rodeo, wind energy, natural sciences, and new programming as potential avenues to increase enrollment.

The College also plans for continued operation and maintenance of one of its greatest assets, the 1.5 megawatt General Electric wind turbine. All funds paid by Xcel for the power distributed to the grid by the College's wind turbine are placed into an account used to pay for turbine repair services and parts. It can also be used as a contingency fund for a possible major repair in case of massive failure to a turbine component.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The environmental scan is a key component of the strategic planning process used at Mesalands Community College. The introduction to the *Strategic Plan 2009-2013 Phase I Environmental Scan* specifically states the future is uncertain. Competition is growing as emerging technologies make once-exclusive advantages, such as specialized information, widely available. This is why the College must be especially resourceful today. The institution must critically and continuously evaluate its current operations and, when necessary, change to meet the needs and demands of the community it serves. The environmental scan helps the College to be more flexible and respond more quickly to emerging opportunities.

The environmental scan is divided into five sections:

1) Global Issues
2) National Concerns
3) State of New Mexico Issues
4) The Regional Landscape: Service Area of the College
5) Mesalands Community College

Each section is analyzed against a number of backdrops and influencing factors, including globalization, population and demographic shifts, health issues, information technology, environment, economy, and numerous other emerging factors. Based on the environmental scan, the Research, Planning and Institutional Effectiveness Committee, in conjunction with two members of the Board of Trustees, identified over two dozen general assumptions that could potentially impact the College's operations and services. All College employees were then given the opportunity to review the assumptions and supporting data and further develop implications as to how the institution could potentially and meaningfully address these issues. Based on the results of these activities, the Research, Planning and Institutional Effectiveness Committee and the Environmental Scan Committee identified the following (Table 5.10):

Table 5.10: Strategic Plan 2009-2013 Assumptions and Implications

Category	Assumptions	Implications
Demographic Trends	5	70
Economic Developments	5	55
Educational Opportunities and Challenges	7	56
Energy and Technology Advancements	3	14
Geo/Political Dynamics	3	16
Health and Wellness Issues	4	26

The institution's strategic priorities and strategic goals are developed to meaningfully address the identified implications. How the institution takes into account emerging factors that will potentially affect the actualization of the College's mission into the entire strategic planning process is explained in section *1.A.3.*

5.D. Mesalands Community College works systematically to improve its performance.

Mesalands Community College has a number of processes in use to ensure the quality of education and services offered to its stakeholders. The College assesses how successful these processes are with the goal of using this information to continually improve the quality of its education and services.

5.D.1. Mesalands Community College develops and documents evidence of performance in its operations.

The College has a number of processes in use to ensure the quality of education and services offered to its stakeholders, as detailed below.

As part of the strategic planning process, the College has developed and implemented an *Institutional Effectiveness Plan-Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness* as a means to ensure that the institution is effectively addressing its mission and goals. This document describes the process of aligning the College's mission and goals with fourteen core indicators of effectiveness as identified by the American Association of Community Colleges (AACC). The College identifies the measurement tools used to assess whether or not the fourteen core

indicators of effectiveness have been accomplished. This, in turn, reflects whether or not the institutional mission and goals have been met thus providing evidence of performance of the College's operations (see *1.A.3*).

Enrollment Plan

The institution provides evidence of performance of its operations as it relates to retention, attrition, and graduation rates of its students (see *4.C.1* and *4.C.2*). The *Enrollment Plan-Recruitment, Enrollment Tracking, Retention, and Graduation 2011* is the most current enumeration of the College's current strategies, activities, and commitment when addressing educational improvement through ongoing attention to retention, attrition, and graduation rates in its degree and certificate programs. The College has established benchmarks and methodologies for tracking and assessing the effectiveness of retention, attrition, and graduation efforts, and aligns these efforts with its institutional mission, goals and strategic priorities. As identified in the *Annual Enrollment Management Report 2010-2011,* approximately nine performance data points relating to retention, attrition and graduation efforts have been established including baseline measures (in most cases from the 2007-2008 academic year), current performance indicators (generally from the 2010-2011 year) and goal measures for the 2011-2012 year.

Assessment of Student Learning

The institution provides evidence of performance of its operations as it relates to assessment of student learning (see *4.B.1*). Mesalands Community College has established extensive processes for assessment of student learning and achievement of learning goals at the institution, program and course levels, wherever and however learning takes place. The goals for student learning at all three levels are clearly stated in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013*. The processes are extensively documented in the *Student Leaning Assessment Model 2013-2014*, and the *Student Learning Assessment Guide for Faculty 2013-2014*. The results and how those results are utilized to improve student learning are located in the *Student Learning Assessment Committee Annual Report 2012-2013* and the *Student Learning Assessment Program Reports 2012-2013.*

The State of New Mexico, New Mexico Higher Education Department, U.S. Department of Education, and U.S. Department of Labor require a number of performance and outcome measures to be reported quarterly, semi-annually, and/or annually. This includes Integrated Postsecondary Education Data System (IPEDS) reports, Adult Basic Education (ABE) reports, Hispanic Serving Institution Science, Technology, Engineering, and Math (HSI-STEM) reports, Performance Based Budgeting Indicators (PBBI) data, Data Entry Analysis Reports (DEAR), and Integrated Basic Education Skills Training (IBEST) reports.

These oversight documents are an external source of evidence of the College's performance in its operations.

5.D.2. Mesalands Community College learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Mesalands Community College learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability. How these learning experiences are used to improve the College's response to meeting its mission and goals have been demonstrated in a number of ways.

- In order to increase main campus enrollment, the College has established an *Integrated Marketing and Communications Plan 2013-2015*. The purpose of this plan is to support the College's mission and goals by enhancing public awareness of the College's programs, resources, and services. The plan integrates the recruitment and marketing efforts of Student Affairs, Academic Affairs, and the Public Relations Office with the overall goal of increasing enrollment.
- Despite the small population area served, the College has expanded its educational offerings to include a number of off-campus dual enrollment and correctional facility sites. This required the expansion and updating of the College's technological infrastructure to expand the delivery of distance learning courses. As a result of expanded offerings on all fronts, the College experienced a significant growth in its total enrollment from 872 students in 2003-2004 to 1555 students in 2012-2013.
- In 2005, the College initiated the concept of the North American Wind Research and Training Center to meet the needs of emerging green technology. This eventually resulted in the 2008 erection of the 1.5 megawatt wind turbine and the 2010 completion of the North American Wind Research and Training Center. Mesalands Community College became one of the first Colleges to develop a comprehensive Wind Energy Technology Program, providing training on a General Electric 1.5 megawatt ESS wind turbine in the "tallest classroom in the world."

Mesalands Community College Strengths

- The College has been successful in obtaining both federal and state grants for educational purposes.
- The College has experienced enrollment growth since 2004, which has resulted in increased funding from the state.

Opportunities for Improvement

- The College must reevaluate its commitment to funding professional development and growth opportunities for all its employees.
- The College must better link the results of assessment in order to improve the institution's overall evaluation of its operations, planning, and budgeting through a plan-do-study-adjust (PDSA) cycle of assessment.

CONCLUSION

After a thorough review, and based on the findings and patterns of evidence presented in this self-study, Mesalands Community College requests reaffirmation by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools.

The self-study process was truly a collaborative effort with input and participation coming from the entire College community. The vast majority of the College's administration, full-time faculty, and full-time staff participated on one of the five Criterion Committees. The activities associated with the committee membership required significant time, work, and effort on behalf of the members. The entire College community was vested in this process which identified strengths, as well as opportunities for improvement, that will guide the College in the future.

Based on the patterns of evidence identified in the self-study, Mesalands Community College believes the institution meets, satisfies, and verifies with appropriate documentation, the Criteria for Accreditation.

APPENDICIES

APPENDIX A

LIST OF ACRONYMS

Acronym		Meaning
ABE		Adult Basic Education
ACCT		Association of Community College Trustees
ACT		American College Testing
ADA		Americans with Disabilities Act
AFA		American Farrier Association
ASIC		Academic Standards and Issues Committee
AWEA		American Wind Energy Association
BAR		Budget Adjustment Requests
CAAP		Collegiate Assessment of Academic Proficiency
CAT		Classroom Assessment Technique
CCC		Curriculum Coordinating Committee
CCURI		Community College Undergraduate Research Initiative
COMPASS		Computer – Adaptive Placement Assessment and Support System
DAWN		Diabetes and Wellness Network
DEAR		Data Entry Analysis Report
DFA		Department of Finance and Administration
DITV		Digital Interactive Television
EDEN		Electronic Distance Education Network
ENMU		Eastern New Mexico University
ESC		Educational Services Center
ESL		English as a Second Language
FASFA		Free Application for Federal Student Aid
FEMA		Federal Emergency Management Administration
GCCF		Guadalupe County Correctional Facility
GE		General Education
GEA		General Education Assessment
GED		General Education Development
GEO		Geo Group Corrections
GO		General Obligation
HLC		Higher Learning Commission
HSI		Hispanic-Serving Institution
HUD		U.S. Department of Housing and Urban Development
IBEST		Integrated Basic Education Skills Training
ICOM		International Community of Museums
IPEDS		Integrated Postsecondary Education Data System
LEA		Local Education Agencies
LFC		Legislative Finance Committee

Acronym		Meaning
LMS		Learning Management System
MCCDM		Mesalands Community College Dinosaur Museum
MESA		Mesalands Experienced Student Association
MSLC		Math Science Learning Center
MTN		Mesalands Telecommunication Network
NAWRTC		North American Wind Research and Training Center
NCA		North Central Association
NENMDF		Northeastern New Mexico Detention Center
NMCCN		New Mexico Common Course Number
NMHED		New Mexico Higher Education Department
NMICC		New Mexico Independent Community Colleges
NMPED		New Mexico Public Education Department
NMSA		New Mexico Statutes Annotated
NM Tech		New Mexico Institute of Mining and Technology
NMWCF		New Mexico Women's Correctional Facility
NSF		National Science Foundation
PBBI		Performance Based Budgeting Indicators
PBS		Public Broadcasting System
PDSA		Plan-Do-Study-Adjust
SESP		State Energy Sector Partnership
SEVP		Student and Exchange Visitor Program
SHOE		Student Horseshoers Organization for Excellence
SIS		Student Information System
SLAC		Student Learning Assessment Committee
TABE		Test of Adult Basic Education
TLC		Teaching, Learning, Caring
TRAC		Telephone Retention And Assistance Calls
TVAS		Tucumcari Area Vocational School
VBOC		Veterans Business Outreach Center
VPAA		Vice President of Academic Affairs
VPN		Virtual Private Network
VPSA		Vice President of Student Affairs
VRAP		Veteran's Retraining Assistance Program
WET		Wind Energy Technology

APPENDIX B

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