

NORTHERN NEW MEXICO COLLEGE



**NORTHERN NEW MEXICO COLLEGE
BOARD OF REGENTS MEETING**

FEBRUARY 1, 2023

NORTHERN New Mexico College



NOTICE

The Board of Regents of Northern New Mexico College will hold a regular meeting on **Wednesday, February 1, 2023, at 1:00PM**, Via Zoom and in person at Northern New Mexico College, Espanola Campus, Board Room, Espanola, New Mexico.

Join Zoom Meeting

<https://nnmc.zoom.us/j/97809837742>

Meeting ID: 978 0983 7742

Join Zoom Meeting

<https://nnmc.zoom.us/j/97809837742>

Find your local number: <https://nnmc.zoom.us/u/axdMrKtjL>

REVISED FINAL AGENDA **ADDING ITEM IV**

- I. CALL TO ORDER**
- II. APPROVAL OF AGENDA**
- III. PRESENTATION TO BARBARA M. MEDINA, Ph.D.**
- IV. PRESENTATION BY SMSI, LLC**
- V. PUBLIC INPUT**
- VI. COMMENTS FROM THE BOARD**
 - A. Board of Regents Subcommittee Reports
 - 1. Housing Committee – Informational
 - 2. Audit, Finance, Facilities Committee – Informational
 - 3. Academic and Student Affairs Committee – Informational
 - B. 2023 Open Meetings Act Resolution – Action
 - C. College President’s Job Description – Action
 - D. Discussion of Goals and Timelines for Audit Compliance, Strategic Planning, and Board Communication – Informational
 - E. AGB Membership – Action Required
- VII. APPROVAL OF MINUTES**
- VIII. PRESIDENT’S REPORT AND ANNOUNCEMENTS**
 - A. Celebrate Northern – Informational
 - B. CUP/NMICC Report – Informational
 - C. NNMC Foundation – Informational
 - D. Introduction of Staff and Faculty – Informational

- IX. FACULTY SENATE PRESIDENT REPORT**
- X. STUDENT SENATE PRESIDENT REPORT**
- XI. STAFF REPORTS**
 - A. Provost & Vice President for Academic Affairs
 - 1. First Reading of the Proposal of New Academic Programs – Informational
 - B. Vice President for Finance & Administration
 - 1. Fiscal Watch Reports – Action Required
- XII. DEEP DIVE**
 - A. Mentor Protégé Agreement
- XIII. EXECUTIVE SESSION**
 - (1) Limited personnel matters related to the hiring, promotion, demotion, dismissal, assignment, resignation, or investigation or consideration of complaints or charges against an employee;
 - a. No items
 - (2) Bargaining strategy preliminary to collective bargaining
 - a. No items
 - (3) Threatened or pending litigation subject to the attorney-client privilege in which the College may be a participant; and
 - a. No items
 - (4) Real estate acquisition or disposal.
 - a. No items
- XIV. POSSIBLE ACTION ON EXECUTIVE SESSION**
- XV. ADJOURNMENT**

In accordance with the Americans with Disabilities Act (ADA), physically challenged individuals who require special accommodations should contact the President's Office at 505-747-2140 at least one week prior to the meeting or as soon as possible.

**BOARD OF REGENTS
OF
NORTHERN NEW MEXICO COLLEGE**

2023 OPEN MEETINGS ACT NOTICE RESOLUTION

WHEREAS, Section 10-15-1(B) of the Open Meetings Act (NMSA 1978, Section 10-15-1 to -4) states that, except as may be otherwise provided in the Constitution or the provisions of the Open Meetings Act, all meetings of a quorum of members of any board, council, commission, administrative adjudicatory body or other policymaking body of any state or local public agency held for the purpose of formulating public policy, discussing public business or for the purpose of taking any action within the authority of or the delegated authority of such body, are declared to be public meetings open to the public at all times; and

WHEREAS, any meetings subject to the Open Meetings Act at which the discussion or adoption of any proposed resolution, rule, regulation or formal action occurs shall be held only after reasonable notice to the public; and

WHEREAS, Section 10-15-1(D) of the Open Meetings Act requires the Board of Regents of Northern New Mexico College to determine at least annually what constitutes reasonable notice of its public meetings;

NOW, THEREFORE, be it resolved this 1st day of February, 2023, by the Board of Regents of Northern New Mexico College that:

1. Regular meetings shall be held monthly and shall begin at 9:00AM, unless otherwise specified. Meetings will be held on either the Espanola or El Rito Campus as specifically indicated in the meeting notice, unless otherwise specified. The Board's schedule of regular meetings will be posted on the Northern New Mexico College Website within 10 calendar days of the Board's determination of its regular meeting schedule. If any regular meeting is rescheduled, notice shall be given of such reschedule meeting pursuant to the requirements for giving notice of special meetings.
2. While telephonic participation in meetings is permitted by law and this resolution for board members when it is difficult or impossible to attend, the board strongly encourages physical presence at all board meetings, unless there are extenuating circumstances. Each member participating telephonically must be able to be identified when speaking, all meeting participants must be able to hear each other at the same time, and members of the public must be able to hear all members participating.
3. During pandemic conditions in which human interaction is limited and to the extent permitted post-pandemic, the Board of Regents recognize the use of video conferencing solutions for conducting meetings. When conducting meetings by video conferencing solutions, the board shall do so in a manner consistent with guidance issued by the New Mexico Attorney General's Office.

4. Notice of a regular meeting and an agenda containing a list of specific items of business to be discussed or transacted at the meeting shall be posted at least seventy-two (72) hours in advance of any regular meeting.
5. Notice of a special meeting and an agenda containing a list of specific items of business to be discussed or transacted at the meeting shall be given at least seventy-two (72) hours in advance of any special meeting called by the Chairman.
6. An Emergency meeting may be called within seventy-two (72) hours of the emergency meeting in accordance with the requirements of the Open Meetings Act. If possible, notice shall be given at least twenty-four (24) hours in advance of any emergency meeting. This Board will avoid emergency meetings whenever possible. Within ten days of taking action on an emergency matter, the public body shall report to the attorney general's office the action taken and the circumstances creating the emergency; provided that the requirement to report to the attorney general is waived upon the declaration of a state or national emergency.
7. Notices and agendas as set forth in Section 2, 3, and 4 of this resolution shall state the date, time and place of the meeting and shall be disseminated by email or other means to local media seeking copies, and the College Community. Notices and agendas shall be posted in publicly accessible areas on the El Rito Campus and on the Espanola Campus. Digital copies shall be posted in the Board of Regents section of the Northern New Mexico College Website: www.nnmc.edu. Copies of the written notice shall be provided to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation in the state that have made a written request for notice of public meetings.
8. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact the President's Office at (505) 747-2140 at least one week prior to the meeting or as soon thereafter as possible.
9. The Board may close a meeting to the public only if the subject matter of such discussion or action is exempted from the open meeting requirement under Section 10-15-1(H) of the Open Meetings Act.
 - (a) If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the Board taken during the open meeting. The vote shall be taken by roll call. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meetings.
 - (b) If a closed meeting is conducted when the Board is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity is given to the members and to the general public.

- (c) Following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.

- 10. Publication. A copy of this approved resolution shall be printed and posted in publicly accessible places on the Espanola and El Rito Campuses. A digital copy of this resolution shall also be posted in the Board of Regents section of the Northern New Mexico College website: www.nnmc.edu.

This resolution was adopted by the Board of Regents of Northern New Mexico College at a regular Board Meeting on the 1st day of February, 2023.

BOARD OF REGENTS OF NORTHERN NEW MEXICO COLLEGE

Date:

President, Board of Regents

Attest:

Date:

Secretary Board of Regents

NORTHERN NEW MEXICO COLLEGE PRESIDENT JOB DESCRIPTION

The President should be an experienced visionary leader of Northern New Mexico College committed to the mission and vision of the College.

Mission and Vision

Mission: *The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.*

Vision: *Northern New Mexico College is a Hispanic and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.*

MULTI-TASKING LEADERSHIP

The President of Northern New Mexico College also serves as President of the NNMC Branch Community College, Ex-Officio Member of the NNMC Foundation with voting rights, and also sits on the NNMC Eagle Corporation as a voting member.

Working with the Board of Regents, the President will develop administrative policies and procedures and implement them. In the role of CEO of multiple entities, the President will serve as the 24/7 face of NNMC on campus, in the community, and with local, state and federal agencies and officials.

BOARD RELATIONS

The Board is comprised of five-members and acts as fiduciary for NNMC. The President is the sole employee of the board and is responsible for keeping the board advised on policy development and the impacts of changes in federal, state and local laws pertaining to higher education.

- Working through the Board, the President will develop and administer the strategic plan to ensure that NNMC fulfills its mission and vision.
- Provide periodic written updates from the President to the Board updates on status of significant projects.
- In coordination with the Board President, the President will organize periodic planning retreats which may include Board trainings.

FINANCIAL STEWARDSHIP

NNMC's operating budget is approximately \$30,000,000, funded by state appropriations (\$16,000,000), federal sources (\$12,000,000) and \$2,000,000 from other sources. Between the Española and El Rito campuses there is significant deferred maintenance. Northern has a limited endowment. That said, NNMC has been an effective steward of its resources, finding

ways to get things done within its budget. The President will ensure the alignment and integration of the operating budget with the College's Strategic Plan.

To build a secure future the President will need to demonstrate financial competence and ability to assess risks, loosen or tighten fiscal controls as conditions demand, and make the case with the New Mexico State Legislature for increased funding. The president will need to be an adept fundraiser, capable of building the infrastructure to support grant seeking and future capital campaigns. Building on existing partnerships, the President will find and develop effective community partners for ventures designed to improve both NNMC and the surrounding region.

FUNDRAISING

The foundation has been working to develop a culture of philanthropy through a series of initiatives including active retention of donors, increasing unrestricted giving and developing business and professional relationships. The President will communicate a passionate vision for the college that inspires donors. Coordinating activities with the Foundation, the President will take ownership of fundraising goals, strategies and tactics. The President will aggressively seek to build and strengthen relationships with all constituents, including students, alumni, faculty and administration, the community, local and statewide businesses and foundations.

POST-COVID REALITIES

For much of the COVID crisis NNMC was a remote operation. Enrollment and retention were impacted. Operational efficiency was impaired. Athletic competition was limited. Nationally, most colleges were similarly impacted. Northern is recovering from the pandemic, but so is everyone else. Because NNMC is small and underfunded, because its mission focuses on those most in need of educational services, and because Northern is so important to the economy of the region, the President will find ways for NNMC to be a beacon in leading its community forward in the post-COVID world.

RE-INTRODUCTION OF TRADES EDUCATION

NNMC has begun the restoration of the trades program and the reopening of the El Rito campus, backed by a levy approved by area five school districts that created a Branch Community College. Organizationally, the President of NNMC is also the President of the Branch Community College. Financially, the two educational institutions are effectively intertwined. Functionally, the President will be responsible for the two trade programs that have been initiated and that are being attended by local high school students participating in dual credit courses and with increasing the number of participating NNMC students.

ATHLETICS

Pre-COVID, NNMC effectively used its athletic programs to recruit and retain both student athletes and the friends who came with them. COVID changed the calculus and generated talk of building residence halls so athletes could live on campus. However, 90% of students reside within 10 miles of the main campus, and oversight entities such as NM Higher Education Department are wary of colleges building new structures that require significant financial

resources to operate. Accordingly, NNMC does not have bond funding capability. The President will carefully assess athletic programs and their role in recruitment, retention and graduation and be prepared to make adjustments to ensure continued success.

PROPOSED PROJECTS AND COMMUNITY PERCEPTIONS

On December 15, 2021, the Board of Regents was presented with a list of open presidential, shortly before the previous permanent president left to take a new position. The projects reflected an entrepreneurial vision and included major initiatives with projections of millions of dollars in new revenue. The President will need to carefully review each project for viability. Business plans will be needed for the projects that have merit and are deemed feasible. Stakeholders will need to be engaged: securing support and funding for the projects that will move forward, and explaining why other projects will not be pursued. The President will consider the work performed by the previous interim president in coordination with the Board regarding priority projects for 2022-2023.

IT IMPROVEMENT AND WEBSITE OVERHAUL

An RFP has been completed and work has begun on a website overhaul. The campus was able to take its courses online during COVID and is now evaluating its future in online and hybrid education. The President will lead the evaluation and resourcing of technical upgrades necessary to ensure that NNMC remains competitive in the changing education landscape.

DIVERSITY, EQUITY AND INCLUSION

NNMC's mission and service area both require a commitment to promoting diversity, equity and inclusion in all its endeavors. Talk is not enough. The President must be a leader in DEI, setting an example through personal conduct and by taking actions to ensure that Northern fulfills its commitment.

COMMUNITY PARTNERSHIPS

NNMC's relationship with the community it serves has gone full circle, from being scorned to becoming a source of community pride. The potential for successful college/community partnerships is enormous. Carefully developed, nurtured and implemented, they can promote positive fiscal and social outcomes. The President will build on the positive response of the community, actively developing and nurturing positive relationships. The President will also focus on the "how" of the relationships, ensuring that promises are not made that cannot be fulfilled. This means the President will be prepared to redefine perceived commitments, carefully negotiate future agreements and sometimes say "no." How the President does these things will determine how far and fast NNMC can address community needs.

Board Expectations of the President

The President of Northern New Mexico College will be a servant leader who is committed to DEI, with a terminal degree and who demonstrates a deep appreciation of the value of higher education and demonstrates the following:

LEADERSHIP

- Utilizes successful experience in leadership positions in higher education.
- Foster a learning environment in which academic rigor leads to successful learning outcomes.
- Utilize a collaborative leadership style, demonstrated through the ability to provide leadership for a diverse college in a diverse community, bringing people together to achieve success in ever-changing circumstances.
- Demonstrate the style and experience of a planner and a doer, including through building and motivating effective team, setting clear, measurable goals and achieving success—while appreciating the nuances of leading both faculty and administrative operations.
- The ability to champion and lead “smart” growth of a college that serves a diverse population.
- Demonstrate a capacity for strategic thinking and innovation.
- Drive consensus but also be bold and decisive when appropriate.

RELATIONSHIP BUILDING

- Demonstrate the ability to work comfortably within a diverse community with a rich history.
- Demonstrate the ability to build trust and respect across multiple constituencies (students, parents, alumni, faculty, administration, trustees, community and strategic partners).
- The ability to develop and nurture partnerships with external organizations.

FUNDRAISING

- Demonstrate success in raising money for NNMC.
- Demonstrate the ability to enthusiastically influence various donor constituencies and to convey the NNMC mission and vision to inspire transformative gifts.

BUSINESS ACUMEN

- Manage operations in a complex educational organization.
- Oversee and manage budgets and financials at a detailed level.
- Demonstrate an understanding of the value of data-driven decision making.
- Oversee and manage marketing functions.
- Engage in enrollment management in a complex educational organization.
- Oversee and provide strategic planning.

COMMUNICATION SKILLS

- Utilize effective and open oral and written communications.
- Listen respectfully to a wide range of constituents.
- Achieve buy-in and active support for bold actions.
- Demonstrate ability to adjust style to communicate effectively to a wide range of constituents.



2023 BOARD PROFESSIONALS CONFERENCE
March 31 - April 2 2023
San Diego, CA

2023 NATIONAL CONFERENCE ON TRUSTEESHIP
April 2 - 4 2023
San Diego, CA

Time to Read: 2 minutes

Many governing boards and executives will find themselves in high-stakes tests of leadership in 2023. Higher education leaders are confronted with extraordinary challenges including daunting financial projections, student demographic shifts, and concerning trends in student success, public trust, business model volatility, and employee turnover.

Special Offer for the Board of Northern New Mexico College (a \$2,745 Value)*

- **Enroll in AGB membership by January 16, 2023, and receive a complimentary registration for the AGB National Conference on Trusteeship, April 2–4, 2023, at the Manchester Grand Hyatt, San Diego, California.** This premier national event for higher education governance leaders will connect you with the people, resources, and ideas you need to transcend today’s significant governance and leadership challenges.
- **This membership offer includes a complimentary registration for your board professional to the AGB Board Professionals Conference, March 31–April 2, 2023, preceding the National Conference.** This is the only conference specifically designed for higher education board professionals to support their advancement in the profession.

Put AGB’s experience and resources to work for your board by joining our membership community and attending our 2023 national conferences. We empower 40,000 AGB members from more than 2,000 institutions and foundations to navigate complex issues, implement leading practices, streamline operations, and govern with confidence.

[Complete Interest Form for This Special Offer](#)

INSTITUTIONAL AND SYSTEM GOVERNING BOARDS

Enrollment (FTE)

Up to 500	\$3,775
501 – 1,000	\$4,300
1,001 – 1,500	\$4,900
1,501 – 2,500	\$5,665
2,501 – 5,000	\$6,530
5,001 – 15,000	\$8,685
15,001 – 25,000	\$10,940
25,001 – 40,000	\$13,195
40,001 – 70,000	\$15,285
More than 70,000	\$15,505

Annual dues for institutional governing boards are based on total enrollment figures for the most recent fall term (full-time equivalent degree-credit students) as reported annually by the U.S. Department of Education. FTE = one-third the number of part-time students + the total number of full-time students (graduate and undergraduate).

Other Categories Dues

International, Two-Year, Campus Advisory Boards, Statewide Coordinating Boards, Theological Institutions & Seminaries, K-12	\$4,200
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INSTITUTIONALLY RELATED FOUNDATION BOARDS

Assets Managed

Up to \$25,000,000	\$3,075
\$25,000,001 – \$100,000,000	\$3,505
\$100,000,001 – \$250,000,000	\$4,100
\$250,000,001 or more	\$4,800

Annual dues for institutionally related foundation boards are based on assets under management at the end of the foundation's previous fiscal year.

Join AGB.

Membership@AGB.org • AGB.org/Membership • 800-356-6317

AGB Conferences Estimated Costs - Member

Board Membership Fee 4,900.00

Dates: 4/21 - 4/4

Attendee 1

Trustee Conference	-
Room @ \$347.63 ea.	3 1,042.89
Incidentals/Parking	100.00
Meals	59 177.00
Mileage	106.00
Flight	400.00
Subtotal Attendee 1	1,825.89

Attendee 2

Dual Conference	1,425.00
Room @ \$347.63 ea.	3 1,042.89
Incidentals/Parking	100.00
Meals	59 177.00
Mileage	106.00
Flight	400.00
Subtotal Attendee 2	3,250.89

Total Estimated 9,976.78

Assumptions:

Attendees fly out early on April 1 and arrive same day. Attendees return on April 4 after conference ends at noon.

Attendee 1 receives complimentary registration for conferences.

AGB Conferences Estimated Costs - Non Member

Board Membership Fee -

Dates: 4/21 - 4/4

Attendee 1

Trustee Conference	1,995.00
Room @ \$347.63 ea.	3 1,042.89
Incidentals/Parking	100.00
Meals	59 177.00
Mileage	106.00
Flight	400.00
Subtotal Attendee 1	3,820.89

Attendee 2

Dual Conference	1,995.00
Room @ \$347.63 ea.	3 1,042.89
Incidentals/Parking	100.00
Meals	59 177.00
Mileage	106.00
Flight	400.00
Subtotal Attendee 2	3,820.89

Total Estimated 7,641.78

Assumptions:

Attendees fly out early on April 1 and arrive same day. Attendees return on April 4 after conference ends at noon.

No complimentary registration for non-members

Office of the President

NORTHERN New Mexico College



MEMORANDUM

To: Board of Regents,
Northern New Mexico College

From: Hector Balders, JD, CFE
President

Date: February 1, 2023

Re: Board of Regents Meeting Minutes

Issue

Northern New Mexico College (NNMC) provides, on a monthly basis, Board of Regents Minutes from the previous month for approval.

Recommendation

Staff recommends that the Board of Regents approve the attached Board of Regents Minutes for November 17, 2022 and December 8, 2022 as submitted or if applicable, as amended.

NORTHERN New Mexico College



NNMC BOARD OF REGENTS MEETING NOVEMBER 17, 2022

The Board of Regents of Northern New Mexico College held a regular Board Meeting on Thursday, November 17, 2022. Board Members in attendance were Board President Michael A. Martin, Regent Porter Swentzell, Regent Erica Velarde, Regent Ruben Archuleta, Regent Evelyn Juarez.

Staff Present: Bárbara M. Medina, Ph.D., President, Ivan Lopez Hurtado, Ph.D., Provost and Vice President for Academic Affairs, C. Vince Lithgow, III, Vice President for Finance & Administration, Carmella Sanchez, Director, Institutional Research, Courtney Bruch, Director of Assessment & Accreditation, Arin McKenna, Staff Writer, Communications & Marketing, Bruno Guedes, Student Life/Coordinator of Student Life, Evette Abeyta, Budget Director, Cindy Martinez, HR Admin., Stephanie Sandoval, Human Resources Generalist, Janice Baca, Registrar, Nathana Bird, Director, American Indian Student Center, Mark Lopez, Assistant Director of Facilities, Sandy Krolick, Creative Director, Communications & Marketing, Sally Martinez, Executive Assistant to the Provost & Vice President for Academic Affairs, Juan Gallegos, IT and Amy Peña, Executive Office Director

Faculty Present: Joaquin Gallegos, Simon Vaz, Rhiannon West, Lori Baca, David Lindblom,

Others Present: Jake Arnold, Daniel Rubin, Ortiz & Zamora, Geno Zamora, Khiana Seaboy, Student Senate, Tim Crone, Santa Fe New Mexican, Ryan Cordova, Chelsea Roller, Juan Garcia

I. CALL TO ORDER

Board President Martin called the meeting to order at 5:03PM

II. APPROVAL OF AGENDA

Board President Martin entertained a motion to approve the agenda.

Regent Archuleta moved to approve the agenda. Second – Regent Swentzell. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

III. PUBLIC INPUT

Esperanza Martinez stated she was raised in El Rito and would like to express her excitement knowing that water rights may be able to be transferred from NNMC to the El Rito Regional Water and Waste Water Association. She is partner in owning two of the buildings on the main street in El Rito with her dad and sister. She is in the process of getting those buildings on the historic preservation in New Mexico. Her plans are to restore those buildings while restoring the character. She would like to think she is speaking for many of the community. If water is released

it is the gateway to many of the future goals. She would like to invest in her hometown but the lack of water is limiting her plans. She asks to please consider her support to transfer the water rights to the community to benefit the lives, futures and dreams

Juan Garcia stated he wanted to thank the Board of Regents and he thinks now we have reached a monumental place in the El Rito History which includes the college. This water transfer should have been in the making since 1909. It was tried in 39, 50's, 60's and 70's and in the early 80's he thought it had been done. He thought they had reached an agreement to transfer to El Rito. It is not water for him, it is the way the state engineer has set up water in New Mexico. The way it is set up right now New Mexico owns all underground waters and most waters besides that. Unless you have water rights and a permit you cannot take water. This is what has happened to them. Today El Rito Water Regional is over diverting 31-acre feet of water and state requires we pay it back, he doesn't know how he is going to do so, maybe a bucket at a time. For the water system El Rito Regional to provide water to its members, the College, Elementary School, the Clinic, he has to have water rights and he doesn't have them. Whoever was ahead of him did not attend to it and he doesn't know why and they are trying to catch up and Northern transferring 35-acre feet to El Rito Regional is a monumental step forward for El Rito and the College. El Rito is not going to go very far without the College. They need this College in El Rito to survive, your education, your ideas, your space, your water. Let's lay it on the table, without the College, without you, El Rito is in trouble. They have done a monumental thing with this transfer. Juan Garcia stood for questioning and thanked the Board of Regents. Board President Martin thanked Mr. Garcia.

Board President Martin asked Ms. Peña to read a statement sent by former Commissioner Felipe Martinez.

Mr. Chair, members of the board, my name is Felipe Martinez. I am a resident of El Rito and I would like to speak in support of the transfer of water rights from the Northern New Mexico College to the El Rito Regional Water and Wastewater Association. My parents have long been deceased but for different reasons neither my parents nor I have ever been served by the Regional Water Association. My parents water source then and mine now continues to be from a hand dug well that dates back to 1906. I live on the same home as did my parents. Additionally, my daughters and I have invested in a couple of old but restorable buildings on the Main Street of El Rito. We have some exciting plans for them but we haven't a water source to execute our plans. Water is paramount to our plans. This would create economic development, Main Street Revival and preserve these old buildings from further deterioration. Our youth are leaving their community in part because they cannot get water to a proposed home. Drilling a well is cost prohibitive and most well drillers refuse to come to El Rito because the Geomorphology of this area is extremely hard on their equipment. Our youth may own the property to build on but the economics make it nearly impossible to stay in their community. I strongly urge the Board to consider my position, those of our youth and our community and vote to transfer the much-needed water to the El Rito Water and Wastewater Association to make us more secure and create some economic development. Thank you, Felipe Martinez.

IV. COMMENTS FROM THE BOARD

A. Board of Regents Subcommittee Reports

1. Housing Committee

Regent Archuleta stated they had a meeting but because of unforeseen circumstances they had to delay the meeting. Leo Valdez and Regent Archuleta will meet the first week of December. LANL is very interested as well and they will sit down to discuss the plan and what benefits the community and college.

2. Presidential Selection Committee

Board President Martin thanked everyone with the search. The committee met for two days in September and came up with 8 semi-finalists and the 4 finalists. Board President Martin thanked the 12 people who helped them on this and for all the people who helped with the visits on both campuses. It is much appreciated, everyone's efforts. They will meet in executive session and God willing they will come out and name a new President.

Regent Swentzell echoed words of appreciation, not only the committee but the Northern staff who worked hard to facilitate meetings and arrange schedules. It has been a huge lift. It has been about a year since this has initiated. It has been a long road and he is deeply appreciative.

B. El Rito Water Rights Transaction with El Rito Mutual Domestic Water Consumers Association

Board President Martin introduced Mr. Rubin and asked Mr. Garcia to join the Board of Regents at the table.

Mr. Rubin stated the Board of Regents was sent the memo for the water supply from El Rito and what they have is a decision to be made. They had previously been pursuing a lease based on the 2009 Memorandum of Understanding to avoid Board action. In 2009 the intent was to lease the water. Having filing the application for the lease and the concerns from the State Engineer's Office and on balance equal to a more permanent solution it would be best to make a transfer to El Rito. Either way the college gets the water. In this way the College and El Rito is not limited to a 10-year lease. The application pending can easily be modified to reflect a transfer. The remaining water rights at the stream, there are 36.5 proposed for transfer and the total amount of rights at the spring are 65.6. We are talking about a little more than half of what is available. The remainder would remain at the college location used mostly for fire suppression. With that we would need a motion from the Board of Regents to approve the transfer pursuant to the application of transfer for 36.5-acre feet to El Rito. Board President Martin thanked Mr. Rubin and asked if there were questions. Regent Velarde – none. Regent Swentzell – none, Regent Juarez – none. Regent Archuleta – none.

Board President Martin entertained a motion to approve the transfer of the El Rito Water Rights to the Domestic Water Association.

Regent Archuleta moved to approve the El Rito Water Rights Transaction with El Rito Mutual Domestic Water Consumers Association. Second – Regent Swentzell. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Geno Zamora, Ortiz & Zamora asked Mr. Rubin for clarity, what is that total number of acre feed being transferred through this motion. Mr. Rubin stated the total number transferred will be 36.5-acre feet per year. Mr. Rubin thanked the Board of Regents. Board President Martin thanked Mr. Rubin and Mr. Zamora.

V. APPROVAL OF MINUTES

Board President Martin entertained motion to approve minutes of September 22, 2022

Regent Juarez moved to approve. Second – Regent Archuleta. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin entertained a motion to approve the minutes for the Special Meeting of October 20, 2022, the interview of Attorney General Hector Balderas.

Regent Velarde moved to approve the minutes of October 20, 2022. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin moved to approve the minutes the Special Meeting of October 31, 2022 the interview of Dr. Bruno Hicks.

Regent Swentzell moved to approve the minutes of October 31, 2022. Second - Regent Velarde. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin moved to approve the minutes of the Special Meeting of November 3, 2022 the interview of Dr. Patricia Trujillo.

Regent Velarde moved to approve the minutes of November 3, 2022. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin entertained a motion to approve the minutes of the Special Meeting of November 10, 2022 interview of Dr. Y.T. Lee.

Regent Swentzell moved the minutes of November 10, 2022. Second – Regent Archuleta. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

VI. PRESIDENT'S REPORT AND ANNOUNCEMENTS

President Medina reviewed the Celebrate Northern list presented to the Board of Regents in the Board packet (attached). President Medina thanked the committee who assisted in passing the GO Bond 3.

A. Celebrate Northern

President Medina stated there are 7 items for Celebrate Northern this month.

B. CUP/NMICC Report

President Medina presented the higher education unified priorities (attached). It is good to see NMICC and CUP working together on this item. The most significant is asking for more money for workforce training which will be a substantial bonus to Northern. President Medina also presented the highlights to the Board of Regents (attached). President Medina included the FY24 General Summary (attached) for the Board of Regents in the packet which shows appropriations. President Medina presented the Enrollment Census Data from 2015-2022 to the Board of Regents (attached). President Medina stated enrollment and recruitment are important but at the end of the day it is graduation that matters.

C. NNMCF Foundation

President Medina stated total donations for FY 22/23 are \$324,880. We received \$186,300 from ECMC and cash donations were \$138,580. The goal was \$50,000 and we have collected in cash donations \$136,750 and it enabled us to give \$87,100 awards and gave 50 awards of \$5,000. Thank you, Ms. Pepper, for all her work.

D. Introduction of Staff and Faculty

President Medina presented the list of new staff (attached). President Medina stated there is a new receptionist in the Rotunda to assist with anyone arriving on campus.

President Medina stood for questions. Regent Velarde – no questions. Great to hear about all the new hires. Regent Swentzell – no questions, it is good to see these new additions to the Northern team. Regent Archuleta – no questions, thank you to President Medina and all the staff for all the hard work. Regent Juarez – no questions.

E. Website Schemes

None.

VII. FACULTY SENATE PRESIDENT REPORT

Joaquin Gallegos, Faculty Senate President stated they have had two meetings, first on October 7 and subsequent meeting on November 4. In those meetings they had a report from the general education committee, they previously had a writing intensive course designation established ten years ago that is since gone defunct. Many of the courses designated as writing intensive courses may have not been following that specific guideline and other courses were developed that had elements of that that curriculum that has since been established. They named an ad hoc committee to investigate if they need the designation in the curriculum. In the November 4th meeting the committee reported back and they are going to eliminate that recognizing they are still doing the curriculum. The educational policy committee is working with administration to develop a program elimination process. The lack of a functional policy in program elimination has been a hinderance to the progress of the institution itself. They are continuing to work on this.

Honors committee is accepting applications for an honorary degree. This individual must not have a bachelor's degree. Anyone can contact Joaquin Gallegos and he will direct them to the right person for the committee.

The curriculum committee has made changes to the licenses practical nurse program, the data science certificate and some English courses which they feel have improved programs and offerings overall. In the November 4th meeting they did make changes to the radiation protection program which they are very proud of. The advisory board is comprised of LANL employees and they guide and tell us the skills needed to be employed up there. The pipeline is strong and we are very proud of that.

Mr. Gallegos stated he would like to express his appreciation to Dr. Lopez and President Medina who have been keeping them up to date on improvements and initiatives across campus at the Faculty Senate Meetings.

Board President Martin asked if the Board of Regents had any questions. Regent Velarde – no questions, thank you for the information. Regent Swentzell thanked Mr. Gallegos and asked the deadline for honorary degree submissions. Mr. Gallegos will email Regent Swentzell that information. Regent Archuleta had no questions. Regent Juarez had no questions.

VIII. STUDENT SENATE PRESIDENT REPORT

Board President Martin introduced Vice President Kiana Seaboy for the report. Ms. Seaboy stated she will be presenting on behalf of President Dolores Gurule. All positions of the Student Senate have been filled. Two students have been attending meetings and are also interested. Hispanic Heritage Month event was a great success with faculty staff and students having great feedback. Special mention to Melvyn Moquino who shows a true Northern pride with every interaction Student Senate has with them. Student Senate had a retreat on November 9th with a focus on leadership skills and effective communication, facilitated by Bruno Guedes and Dr. Apparius. Student Senate did vote to support Indigenous People month events financially and reactivation of five groups. They also participated in GO Bond 3 and composed a video that was sent across social media and they were also on KDCE. The virtual giving tree is in full swing and donors should

sign up by December, 2022. Anyone interested contact Amy Peña. Student Senate will participate in this year's light parade to help with the higher visibility of the College and Student Senate in the Community. Student Senate has been participating in men and women's basketball and started a half time competition for those attending. Thank you, President Martin, for attending their supporting our Eagles. The call for applications for Student Regent has been sent out and there is a deadline of December 1, 2022. Student Senate will keep the Board of Regents updated on the process. Senators have been highly activated on the campus and this is a true testament to Mr. Bruno Guedes. Student Senate would like the Board of Regents to know what a great job he has done and how supported and confident they feel to have such a dedicated advisor.

Board President Martin thanked Student Senate Vice President Seaboy and he has been so impressed at the games and all the activities Student Senate has taken care of. Regent Velarde thanked Ms. Seaboy for all Student Senate does and it is important to make it feel like a college experience and for Student Senate to be so supportive. Regent Swentzell stated he would like to echo they are very busy and it is good to see such an active student leadership team and they have all their positions filled and congratulations. He is glad they are all working hard for the students. Regents will look out for all the information on the giving tree. Regent Archuleta thanked Student Senate and he has received a lot of comments about the games and thank you to Student Senate. Regent Juarez thanked Ms. Seaboy and Student Senate is doing a lot and thank you for continuing the giving tree and the light parade idea is genius. Regent Juarez participated in Student Senate her senior year and it was the best college experience overall. She learned so much and they are making the Board of Regents proud. If Student Senate needs anything, please let her know and shout out to Bruno Guedes for all his support.

IX. STAFF REPORTS

A. Provost & Vice President for Academic Affairs

1. Policy on Chair Appointments – Action Required

Provost Lopez stated he brings for approval a new policy on academic chairs appointments. Unfortunately, we do not have a policy in place and that doesn't serve the institution and it doesn't allow faculty to be promoted if they want to become a dean, chair, provost and president. We have some chairs who have done spectacular work but they have been a chair for more than a decade, some for more than two decades and it brings stability and it sometimes brings a lack of innovation. The department inherits the strengths and weaknesses of the chairs. It is important from time to time to give the opportunity to individuals for leadership positions. Back in April in the meeting of the subcommittee with Regent Swentzell and Regent Juarez the discussion started on how people can become chairs. This policy addresses a mechanism where the department has a say through a voting process who may be their next chair. It allows for a rotation. This is a best practice in many institutions across the country. This is a policy that has been reviewed by legal and he is here for questions and also the committee of the board.

Board President Martin asked if there were questions.

Regent Velarde had no questions. Regent Swentzell stated he is glad this policy is coming. It will make it much more equitable. We will have opportunity to have other faculty to serve in the role. It can be a demanding role and it is good to be able to hand off the reigns and take on the responsibility. It is a nice system and he knows they have the electability departments to elect their chair and if nobody wants to take the reins, they also have a process. Regent Archuleta – no questions. Regent Juarez – no questions.

Board President Martin entertained a motion to approve the Provost’s recommendation

Regent Swentzell moved to approve the academic chairs appointment policy. Regent Archuleta – Second. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

IX. EXECUTIVE SESSION

Board President Martin entertained a motion to enter into Executive Session to discuss limited personnel matters related to the hiring and discussion of Northern New Mexico College Presidential finalists

Regent Swentzell moved to enter into Executive Session to discuss only those items listed on the agenda. Second – Regent Velarde. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

The Board of entered into Executive Session at 5:52PM.

Board President Martin entertained a motion to return from Executive Session.

Regent Swentzell moved to exit and affirmatively stated only those items listed on the agenda were discuss. Second – Regent Archuleta. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

The Board of Regents returned from Executive Session at 6:28PM.

XI. POSSIBLE ACTION ON EXECUTIVE SESSION

- (1) Action regarding selection of permanent NNMC President

Regent Swentzell moved to select Hector Balderas as Northern’s next President subject to contract negotiations. Second - Regent Archuleta. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin stated he would like to thank everyone for their help and congratulations to Mr. Balderas. Mr. Zamora asked if there will be a subcommittee meeting of the Board of Regents. Board President Martin stated regarding negotiations, Board President Martin, Regent Swentzell and Dr. Wueste will be negotiating with our new President Balderas and will keep the Board informed on how that is proceeding. Mr. Zamora stated if the Board of Regents can remind the community the contract will come back to the Board of Regents for approval. Board President Martin stated once the negotiations are finished there will be a special meeting of the Board of Regents to approve the contract.

XII. ADJOURNMENT

Board President Martin entertained a motion to adjourn.

Regent Archuleta moved to adjourn. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Velarde – yes, Regent Swentzell – yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

The Board of Regents adjourned at 6:30PM.

Michael A. Martin
Board President

Erica Velarde
Board Vice President

NORTHERN New Mexico College



NNMC BOARD OF REGENTS SPECIAL MEETING DECEMBER 8, 2022

The Board of Regents of Northern New Mexico College held a Special Board Meeting on Thursday, December 8, 2022. Board Members in attendance were Board President Michael A. Martin, Regent Porter Swentzell, Regent Erica Velarde, Regent Ruben Archuleta, Regent Evelyn Juarez.

Staff Present: Bárbara M. Medina, Ph.D., President, Ivan Lopez Hurtado, Ph.D., Provost and Vice President for Academic Affairs, C. Vince Lithgow, III, Vice President for Finance & Administration, Sandy Krolick, Creative Director, Communications & Marketing, Sally Martinez, Executive Assistant to the Provost & Vice President for Academic Affairs, Carmella Sanchez, Director, Institutional Research, Courtney Bruch, Director of Assessment & Accreditation, Arin McKenna, Staff Writer/Reporter, Communications & Marketing, Bruno Guedes, Student Life/Coordinator of Student Life, Evette Abeyta, Budget Director, Cindy Martinez, HR Admin., Stephanie Sandoval, Human Resources Generalist, Janice Baca, Registrar, Mark Lopez, Assistant Director of Facilities, Chris Trujillo, IT, and Amy Peña, Executive Office Director

Faculty Present: Joaquin Gallegos, Simon Vaz, Rhiannon West, Lori Baca, David Lindblom,

Others Present: Hector Balderas, Deborah Blake, Jake Arnold, Daniel Rubin, Ortiz & Zamora, Khiana Seaboy, NNMC Vice President of Student Senate, Tim Crone, Ryan Cordova, Chelsea Roller

I. CALL TO ORDER

Board President Martin called the meeting to order at 5:35PM

Board President Martin stated he would like to thank President Medina for her service over the past year and all she has done for the college. All her leadership. Regent Velarde stated she loved the video, it was awesome. The kids did a great job on it. Her daughter enjoyed it as well. Thank you so much for taking on this super huge plate that you did. President Medina did things that people haven't done before \$9M. President Medina did a great job leading us to this point. Based on the video, President Medina realizes Northern is so near and dear to the community and President Medina became a fan like the rest of us. She hopes she realizes she is always part of the Northern Family. In the future if we need a lobbyist, she has seen good stuff here and thank you for everything you have done for us and keeping our heads above water. Regent Swentzell stated he has to echo, not only did President Medina come in to keep things moving along and taking the reins. President Medina did not just move things ahead but went above and beyond. We are really appreciative you were able to stay with us and the difference you have made at Northern is going to continue to ripple on in the coming years and you have made a big impact. You will always be a part of the Northern family, Once and Eagle, Always an Eagle, and hope you come and visit. Regent Archuleta stated he wanted to echo and thank you for answering the bell again and again and again. Thank you for sticking around with us and good luck in your future endeavors. Regent Juarez stated she wanted to echo the other Regents sentiments and personally thanked President Medina for leading the institution for grace and humility and

genuine love for the community, people and the students. President Medina have been a bright light and thank you for your experience, expertise and great heart and Regent Juarez is going to miss her so much. She feels fortunate to be in the presence of her leadership. You are a treasure to us and thank you for everything. President Medina stated it is her pleasure and thank you. It has been a twelve-month roller coaster and she did a video with students and she kept them longer than. President Medina has enjoyed her work here. There is excellent staff and you put them together with students and what you come out of it is a hope and inspiration It has been an honor to serv e as President of Northern New Mexico College.

II. APPROVAL OF AGENDA

Board President Martin moved to approve the agenda.

Regent Archuleta moved to approve the agenda. Second – Regent Swentzell. A roll call vote was taken. Board President Martin -yes, Regent Velarde – yes, Regent Swentzell - yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

III. EXECUTIVE SESSION

Board President Martin entertained a motion to enter into Executive Session to discuss limited personnel matters, Discussion of the status of Northern New Mexico College New President negotiations regarding hiring

Regent Swentzell moved to enter into Executive Session to discuss only those items listed on the agenda. Second – Regent Archuleta. A roll call vote was taken. Board President Martin - yes, Regent Velarde – yes, Regent Swentzell - yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin stated he needed to talk to the Board and then he would ask President Elect Balderas join them in Executive Session.

The Board of Regents entered into Executive Session at 5:39PM

IV. POSSIBLE ACTION ON EXECUTIVE SESSION

- (1) Consideration and possible approval of the Northern New Mexico College New President Contract.

Regent Swentzell moved to return from Executive Session and stated only those items on the agenda were discussed. Second – Regent Juarez. A roll call vote was taken. Board President Martin -yes, Regent Velarde – yes, Regent Swentzell - yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

The Board of Regents returned from Executive Session at 5:59PM.

Board President Martin entertained a motion to approve the action item taken at Executive Session.

Regent Velarde moved to approve the new contract for the President of Northern New Mexico College. Second – Regent Swentzell. A roll call vote was taken. Board President Martin -yes, Regent Velarde – yes, Regent Swentzell - yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

President Balderas stated he would like to thank the Board and President Martin for a wonderful process. He hopes to make the community proud. It is not lost on him the faith and trust to this decision and the administration. He is honored to be given the opportunity to lead and get to work on January 1st.

Board President Martin stated we will look forward to seeing him on January 3rd.

President Balderas also stated he would like to thank President Medina.

(Note: The last portion of the Board of Regents Meeting did not record.)

V. ADJOURNMENT

Board President Martin entertained a motion to adjourn.

Regent Archuleta moved to adjourn. Second – Regent Juarez. A roll call vote was taken. Board President Martin -yes, Regent Velarde – yes, Regent Swentzell - yes, Regent Archuleta – yes, Regent Juarez – yes. Motion passed unanimously.

The Board of Regents adjourned at 6:02PM.

Michael A. Martin
Board President

Erica Velarde
Board Vice President

Office of the President

NORTHERN New Mexico College



January 2023 Celebrate NNMC

Dr. Rhiannon West and two of our students, Jazmyn Gutierrez (Biology) and Vincent Benavidez (Environmental Science), spent their Winter Break working on research at the University of the Bahamas. They examined the behavior of fish indigenous to the area and took samples to investigate the immune system genetics, fish gut microbiome, and fish species diversity. In the following months, our students will work on these samples in Dr. West's laboratory here at Northern and with our collaborators at Los Alamos National Laboratory.

Northern's Arts & Human Sciences Chair, Dr. Robert Beshara, had a screening of his film "*Alchemy in Hyde Park*" at the Jean Cocteau Cinema. Dr. Beshara wrote, produced and directed the film.

Mateo Frazier, Associate Professor/Arts & Humanities and Cannabis & Hemp Enterprises (CHE) was featured in the inaugural broadcast of the Leaf Brief Podcast with Santa Fe Reporter staff writer Andy Lyman for his work with rural water systems and cannabis.

<https://www.sfreporter.com/news/leaf-brief-podcast/2023/01/16/leaf-brief-podcast-episode-1/>

NNMC'S literary journal, *Trickster 2022, New Mexico Food and Gardens*, published in December. Faculty advisor Dr. Heather Winterer, Connie Martinez (Contributing Editor-in-Chief), Sandy Krolick (Art Director/Designer), Lori Franklin, Rachel Begay, Jade Pachero (Editor) and Rebecca Chavez created a beautiful publication with over 59 poems, prose, and photographs. Dr. Winterer and her team are planning on a live presentation of this edition and the prior two years' editions (which did not have a live presentation because of Covid). Copies can be purchased for \$8 (or \$6 for contributors) by contacting either [Dr. Heather Winterer](#) (Office AD 135) or [Ms. Rachel Begay](#).

Congratulations to Dr. Rachel Meiklejohn, Assistant Professor in the Language and Letters Department, for completing her doctoral degree last month.

NNMC student Hope Lopez and alumni Jonathan Madrid attended the 2022 Society for Advancement of Chicanos/Hispanics & Native Americans National Diversity in STEM Conference in Puerto Rico. Hope also attended SACNAS' Chapter Officer Leader October Retreat and Jonathon presented undergraduate research he had done with Dr. Rhiannon West. NNMC Associate Professor in Chemistry Dr. Brenda Linnell was one of the Mentoring Judges in the conference's Chemistry division.

NNMC alumni Brenda Atencio, whose stage name is G Precious, won a Native American Music Award Song of the Year for "Unforgettable."

Congratulations to all our students whose hard work earned them a place on our Fall 2022 semester Dean's List.

Office of the President

NORTHERN New Mexico College



January 2023 new hire introductions

George Ackerman, Lecturer, Criminal Justice

Dr. George Ackerman is a professor of criminal justice, business and the law. He received his Ph.D. from the School of Public Service Leadership, Capella University, a J.D. from the Shepard Broad Law Center, Nova Southeastern University, and Police certification from Miami-Dade College School of Justice. His current research focuses on the underserved population of family members of homicide victims. Outside of the classroom I enjoy running charity 5K's, basketball, family time and volunteering for <https://www.togetherforsharon.com/> which I founded in memory of my mother, Sharon Riff Ackerman for Parkinson's Awareness & hope for a cure.

Haylie Baca, Test Examiner

I am from Santa Clara Pueblo, NM. I am a recent graduate of Fort Lewis College with a bachelor's degree in Educational Studies with an endorsement in Teaching English to Speakers of Other Languages. I recently complete an internship with NNMC working closely with Admissions, Advisement, and partly with Financial Aid. Upon completion of my internship, I have been given the opportunity to continue working at NNMC alongside the advisement team as the new Testing Coordinator. I am excited to start this journey working with students and staff. I also look forward to working with closely with the High School Equivalency Program, Adult Education and Dual Credit. In my free time, I enjoy reading and taking pictures of my many random adventures. I can't wait to get to know more of faculty and staff as I embark on this new adventure as Test Coordinator.

Lorraine Bowman Visiting Professor, Mathematics

I am excited to start as visiting professor for math and astronomy. I grew up in France and in Germany and got my first degrees in Earth Sciences and geophysics. After working as a geophysicist in France for a little while, I decided to go back to school and got an astrophysics masters at the Paris Observatory. The next year I moved to Socorro, NM and got an all-but-dissertation PhD in astrophysics at NMT. Of all the various jobs and research projects I had, I realized that I enjoyed university life and teaching the best, so that's what I have been doing since! In my last position at NMHU I coordinated the math tutoring program and was adjunct faculty. My favorite teaching topics are astronomy, physics, math and geology.

Wesley Colgan III Assistant Professor of Biology

Wes Colgan III has over 25 years of higher education experience in a wide variety of life science and natural resources subjects. With a bachelor's degree in Biology from Sonoma State University and Ph.D. in Forest Ecology from Oregon State University, Wes has been an adjunct instructor and research professor at Northern since Aug 2018. Wes is very pleased to join the BCES department in a full-time capacity. He has received many awards and commendations for his work in academia and in industry. A highlight was being recognized as "Educator of the Year" in 2014 by the Faculty for Undergraduate Neuroscience for his work training fellow educators. Originally from Northern California, Wes now calls Glorieta NM Home with his wife Erin, rescue dogs Abby and Ally, eleven chickens and rather large vegetable garden.

Kiersten Figurski
Lecturer, Psychology

I began working with Northern as a Visiting Professor for Psychology in January 2018. In 2020 I was hired as an Assistant Professor of Psychology at Northern. I chose to continue at Northern but leave my full-time position in order to accommodate my growing private psychotherapy practice. I could not imagine leaving the students and community at Northern and therefore remained as an adjunct. I have now accepted the position of full-time lecturer. I deeply enjoy working with the faculty, administration, and students of Northern. The combination of academia and private practice feels perfectly complementary, and each experience enhances my work with either students or clients.

Monica Guinn
Purchasing Agent

Alonso Martinez-Lopez
Administrative Assistant, Art & Human Sciences

My name is Alonso Lopez, and I am the Administrative Assistant for the Arts & Human Sciences department. I was born and raised in Espanola, NM and am a first generation American. I attended the NNMC HEP program and received my GED in 2013. Before working at NNMC I worked 13 years in retail and customer service. When I am not working, I enjoy playing video games, practicing bass guitar, taking care of my snakes and spending time with my fiancé.

Quaye Oblie
Interim Administrative Assistant, Nursing

Hi, I'm Quaye. I'm the current lab assistant for the nursing department. I moved here from Virginia about 4 months ago and my experience here has been nice.

Caitlin Scott
Receptionist

I am excited to start my journey with NNMC as the new college receptionist. I look forward to learning more about the inner workings of NNMC and assisting Admissions. My last position was Store Manager at GameStop in Espanola, New Mexico, where I helped the company grow E-Commerce sales in rural communities by over 40 percent. I enjoyed working with technology and assisting fellow video game enthusiasts. I am from Dixon, New Mexico. I received my bachelor's in Business Administration in Management as well as my certificate in E-Commerce and Website Building from the University of New Mexico. In my free time, I enjoy reading, writing, playing video games, and learning new languages.

Tammy Uzzetta
Simulation Coordinator

Tammy Uzzetta has been a nurse since 1983. Prior to beginning her career in nursing, she served in the Air Force as a computer operator and was the Data Processing Manager for a telecommunications company. As a nurse she has worked in critical care, long-term care, administration, quality improvement, case management and both pre-licensure and professional development nursing education. She was a founding member of a new cardiac-surgical unit and, while her critical care experience is diverse, her heart is for hearts. Her teaching interests include critical care nursing, nursing simulation, literature, informatics and creative writing. Her research interests include healthcare dialogues as intertextual communication, the use of poetry as a cultural lens and the intersectionality of musicality and lexicon limitation in the translated poetic voice.

Promotions/Transfers

Alicia Naranjo, who has been serving as Recruitment Specialist for Admissions, has just joined the EOC program as an Educational Advisor.

Northern New Mexico College New Degree Program Approval Form

Type in the designated areas. Please do not alter any element of the form.			
1	Initiator:	Robert Beshara	Date: 10/03/22
2	Subject area:	Integrated Studies	
3	Academic division:	Arts & Human Sciences (AHS)	
4	Proposed title for New Curriculum Program: Integrated Studies		
5	To begin:	Semester: Fall	Academic Year: 2023
6	Degree or certificate to be offered: Associate of Arts		
7	Provide the Program Catalog Description The Associate of Arts in Integrated Studies (AAIS) provides students with an interdisciplinary education in both the arts and the human sciences. Students in this program take courses in art, photography, film, as well as psychology, criminal justice, and humanities. This program empowers students with critical thinking skills in more than one subject area and prepares them for the Bachelor of Arts in Integrated Studies (BAIS).		
8	Please provide a tentative timeline for program implementation (including a Gantt Chart) If everything is approved by Spring 2023, we can start offering the program in Fall 2023.		
NEED			
9	Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)? An AA in Integrated Studies will prepare students for our BAIS program, and it will provide with the kind of general, interdisciplinary knowledge in media, art, and the human sciences, which will give them an advantage over highly specialized majors. Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.		
10	Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II). Currently, we are offering multiple AA programs when our focus as a department should be on Integrated Studies.		
11	What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)? The Department of Arts & Human Sciences includes faculty members who are specialized in psychology, sociology, film, photography, and painting. By offering this program alongside our BAIS program, we would be more efficient as a department in terms of our course offerings, teaching, and advising. But we would also be more focused on two programs, which, in terms of accreditation, is a plus since it improves our faculty to program ratio.		
12	What are the College's weaknesses that must be overcome to offer the program? AHS currently offers four Associate of Arts programs, which can be a challenge in terms of scheduling and resources since we are serving many students with a handful of full-time faculty members; thus, affecting the faculty to student ratio. Therefore, we propose the AAIS program to replace our four AA degree programs to streamline our course offerings.		
14	What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)? N/A		
15	Describe how the program fits with College's mission, strategic goals, and strategic initiatives. AAIS aligns with the Mission and Vision of Northern New Mexico College: "The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region." "Northern New Mexico College is a Hispanic and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities		

among diverse populations.”

CURRICULUM

16	Program mission. The mission of the Associate of Arts in Integrated Studies program is to provide students with a rigorous interdisciplinary education in the arts and human sciences.
17	Program objectives. The objectives of the Associate of Arts in Integrated Studies program include: teaching students to think critically in between disciplines in the arts and the human sciences, so that they are prepared both for the Bachelor of Arts in Integrated Studies program and for an increasingly complex world.
18	List the Program-level Student Learning Outcomes: Critical Thinking Disciplinary Knowledge Research Methodology Communication
19	Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I)
20	Describe the coordination with other College programs. The AAIS will be coordinated with the BAIS within the AHS Department.
21	Explain the articulation agreements that the program will have with programs offered by other institutions. N/A
22	What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality. A combination of OL, BOL, TR, and BTR in 16/8 week formats.
23	Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program. To honor the depth of experience students have outside the classroom, AHS is committed to incorporating such experience into college credit. AHS will utilize the Prior Learning Assessment if a student wants to have their/her/his work experience count as PLA credits. The guidelines are as follows: <ul style="list-style-type: none"> • The student will contact the Chair and Director of AHS. • The Chair and Director of AHS will then outline student learning outcomes of the courses that the work experience best fits with regarding the equivalency of college credits. • The student will then present to the Chair and Director of AHS and full-time Faculty that are experts in the student’s discipline a portfolio of work or resume of experience that highlights relevant work experience and how it aligns with the student learning outcomes of selected courses. The student will also present a professional resume. • The Chair, the Director, and full-time Faculty that are specialists in the student’s discipline will discuss the conversion of work experience to college credit. • The Chair of AHS will submit the courses covered by relevant work experience to the NNMC Registrar. • Students cannot transfer in more than 25% of the total credit hours for the degree program
24	Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes. Members of the AHS External Advisory Committee: Lysette Romero (Crime & Justice Studies), Dave Stevens (Media & Art), Christopher Aanstoos (Psychology), and Laura Shaeffer (Humanities).
25	Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other

programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC.

The AAIS program will feed into our BAIS program. CIP 24.0000.

ASSESSMENT

- 26** Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)

SUPPORT AND SUSTAINABILITY

- 27** Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving.
- Robert Beshara, Assistant Professor of Psychology & Humanities / Chair of AHS
 - Johanna Case-Hofmeister, Assistant Professor of Arts & Humanities / Director of Integrated Studies
 - Mateo Frazier, Associate Professor of FDMA
 - David Lindblom, Associate Professor of FDMA
 - Sneha Chakradhar, Assistant Professor of Criminal Justice
 - Shane Tolbert, Lecturer
 - We still need an Assistant Professor of Psychology because it is our most popular emphasis within the BAIS program.
- 28** Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required.
AHS uses some offices in the AD building in addition to being in charge of the CFA building.
- 29** Describe the annual budget for this program for the first five years, the projected enrollment per year, and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.
- 30** Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections). We plan to streamline our course offerings and align them with the BAIS program, but we also wish to offer more online and 8-week options for students.
- 31** Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan.
- AHS Department commits to a sharper focus on media-rich marketing activities targeting potential students at low or no cost to the College or Department including a revamped webpage, which streamlines information for students
In terms of curricular development, the Department intends to increase its online offerings and supporting faculty's professional development through QM certification
We plan to continue improving our advising process through Degree Works
- 32** Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program. N/A

Appendix A
Part I

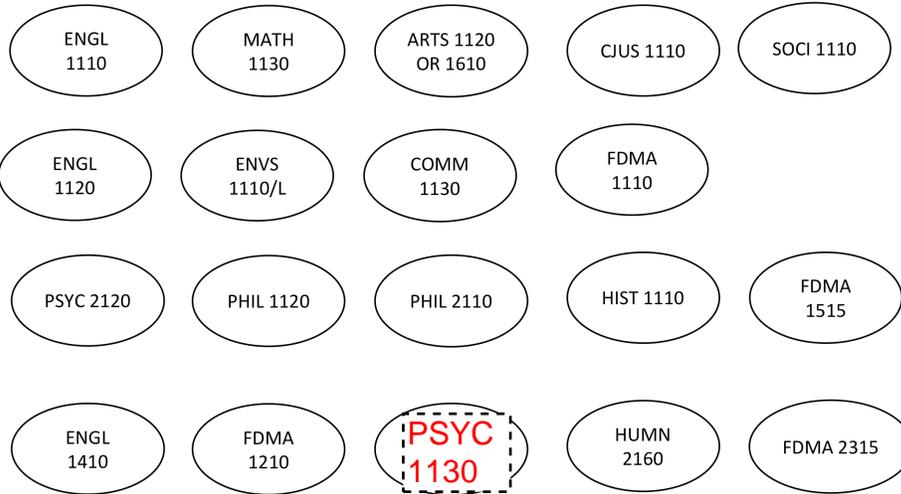
**Associate of Arts
Integrated Studies**

- **General Education (31 CR)**
 - Area I. Communications (6 cr)
 - Area II. Mathematics (3 cr)
 - Area III. Laboratory Sciences (4 cr)
 - Area IV. Social/Behavioral Sciences (3 cr)
 - Area V. Humanities (3 cr)
 - Area VI. Fine Arts (3cr)
 - Additional Nine (9 cr)
- **Integrated Studies (29 CR)**
 - **Media & Art (14 cr)**
 - ARTS 1120 Introduction to Art (3) OR ARTS 1610 Drawing I (3)
 - FDMA 1515 Introduction to Digital Image Editing (4)
 - FDMA 2315 Documentary Film Production I (4)
 - FDMA 1110 Film History (3) OR ARTS 1410 Introduction to Photography (3)
 - **Human Sciences (15 cr)**
 - CJUS 1110 Introduction to Criminal Justice System (3)
 - PHIL 2110 Introduction to Ethics (3)
 - PSYC 1130 Introduction to Substance Abuse Studies (3)
 - HUMN 2160 Foundations of Integrated Studies (3)
 - SOCI 1110 Introduction to Sociology (3)

Appendix A Part II Curricular Efficiency Analysis

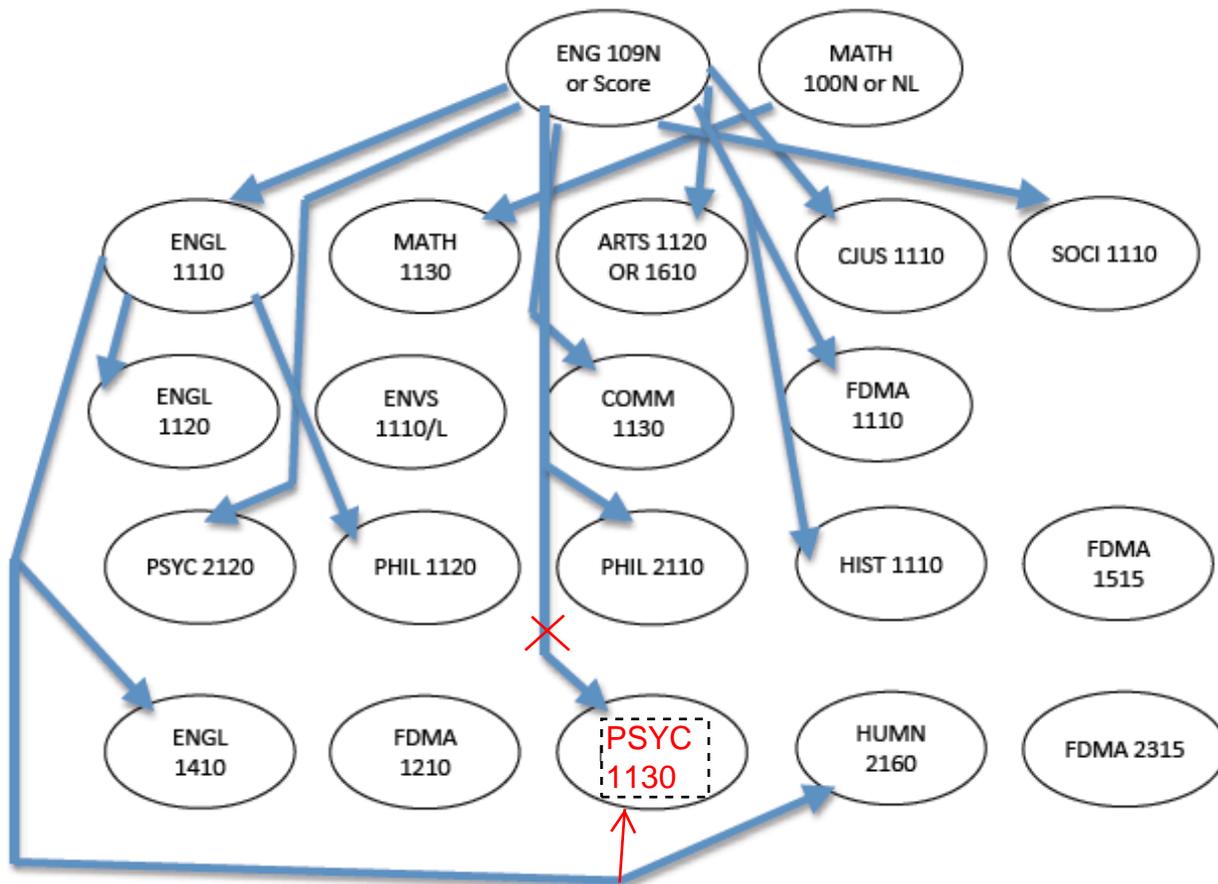
Curriculum Efficiency Measurement

First Step: Map your Suggested Sequence of Courses to a GRAPH



Second Step: Identify the Pre-requisites & Co-requisites with arrows.

ENG 109N OR Score & MATH 100N OR NL are remedial courses



Step 3 (non-remedial / remedial):

- a) Number of credits of the program (minimum number of credits to get the degree): 60
- b) Number of Edges in the graph: 4 / 15
- c) Number of Courses: 19
- d) Curriculum rigidity: Number of Edges in the graph / Number of Courses = $4/19 = 0.210$ OR $15 / 19 = 0.789$
- e) Identify the maximum number of Edges coming to any single course: 1
- f) Identify the maximum number of Tails leaving any single course: 4 / 8
- g) Identify the bottleneck courses.
- ENGL 1110 (4)*
ENG 109N OR Score (8)
- h) Identify the longest path (this is the longest chain of pre-requisites through curriculum): 1 / 2
- i) How many longest paths do you see? 4

The longest path occurs in the sequence *ENG 109N OR Score => ENGL 1110 => ENGL 1120, ENGL 1410, PHIL 1120, HUMN 2160*

Appendix B
Part I
Curriculum Matrix

- Fall 20xx
 - Area I. Communications (3)
 - Area II. Mathematics (3)
 - Media & Art course (3) ~
 - Human Sciences courses (6) ~ Communication / Critical Thinking SLO
- Spring 20xx
 - Area I. Communications (3)
 - Area III. Laboratory Sciences (4)
 - Public Speaking (3)
 - Media & Art course (4) ~ Critical Thinking SLO
- Fall 20xx
 - Area IV. Social/Behavioral Sciences (3)
 - Area V. Humanities (3)
 - Civics (3)
 - Media & Art course (4) ~ Disciplinary Knowledge SLO
 - Human Sciences course (3) ~ Research Methodology SLO
- Spring 20xx
 - Area VI. Fine Arts (3)
 - Literature (3)
 - Media & Art course (3) ~ Communication SLO
 - Human Sciences courses (6) ~ Disciplinary Knowledge / Research Methodology SLO

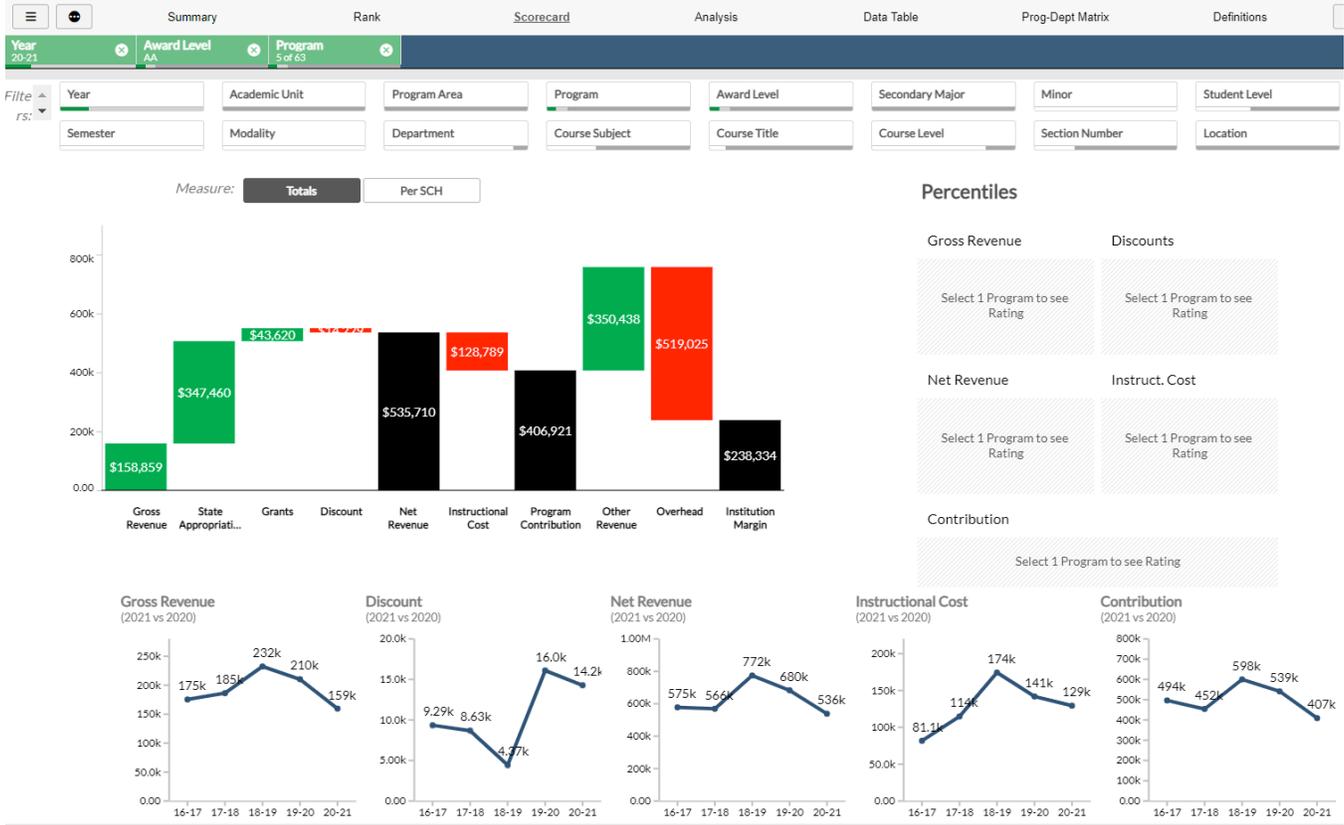
Part II

Plan for program assessment and evaluation of program-level student learning outcomes.

- Critical Thinking
 - Demonstrate the ability to critically analyze complex information.
- Disciplinary Knowledge
 - Develop an understanding of interdisciplinary perspectives.
- Research Methodology
 - Apply knowledge to research and methods relevant to the student's field of study.
- Communication
 - Demonstrate writing skills needed to succeed in graduate school and/or the workplace.

Appendix C

Describe the annual budget for this program for the first five years, the projected enrollment per year, and the projected revenue. Include spreadsheets and explain clearly the assumptions.



Appendix D

Provide the Score Cards from Gray Associates for the related CIP codes for this program

CIP: 30.0000 Multi/Interdiscipl'y Studies, Gen1
Market: NNMC 50
Award Level: Associates
Select Program

CIP: 30.0000 Multi/Interdiscipl'y Studies, Gen1
Market: NNMC 50
Total Score: 7
Percentile: 31

Student Demand Score: 3 Percentile: 50					Employment* Score: -4 Percentile: 12					Degree Fit: Score: 0 Percentile: 50							
Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score			
Size	63	Google Search Volume (3 Months)**	18	0	Size: Direct Prep		Job Postings Total (12 Months)**	NA	NS	National Completions by Level Score: 0		Cost Index**	NA	NS			
	0	International Page Views (12 Months)	0	NS			BLS Current Employment*	NA	NS		Award Level		Completions (National)	2%	NA	0%	
	0	New Student Enrollment Volume (12 Mo.)	0	0			BLS Annual Job Openings*	NA	NS			Certificate		Completions (Market)	7%	NA	0%
	0	On-ground Completions at In-Market Institutions	0	NS			Job Postings Total (12 Months)**	1	NS			Associates		Enrollment (Market)	88%	NA	33%
	0	Online Completions by In-Market Students	0	NS			BLS 1-Year Historical Growth*	NA	NS			Bachelors			1%	NA	0%
0	Sum of On-ground and Online Completions	0	0		BLS 3-Year Historic Growth (CAGR)*	NA	NS	Post/baccalaureate Certificate			3%	NA	67%				
Growth	78	Google Search 'YOY' Change (Units)*	3	0	Growth (Direct Prep)		BLS 10-Year Future Growth (CAGR)*	NA	NS	Post-masters Certificate			0%	NA	0%		
	56	New Student Enrollment Vol. 'YOY' Change (Units)	0	1	Saturation (Direct Prep)		Job Postings per Graduate*	NA	NS	Doctoral			0%	NA	0%		
	58	Completion Volume 'YOY' Change (Units)	0	2		BLS 10th-Percentile Wages*	NA	NS	Unknown			0%	NA	0%			
	72	Google Search 'YOY' Change (%)	19%	0	Wages (Direct Prep)		BLS Mean Wages*	NA	NS	National Workforce Ed. Attainment Score: 0							
		New Student Enrollment Vol. 'YOY' Change (%)	NA	NS		Wages (Age < 30)	\$38,198	-1		Award Level							
	Completion Volume 'YOY' Change (%)	NA	NS		Wages (Age 30-60)	\$66,124	-1		BLS Educational Attainment								
						National American Community Survey Bachelors's Degree Outcomes	19			No College							
						% with Any Graduate Degree	39			Some College							
						% with Masters	45			Associates							
						% with Doctoral Degree	41			Bachelors							
						% Unemp. (Age <30)**	65			Masters							
						% Unemp. (Age 30-60)**	96			Doctoral							
						% in Direct Prep Jobs	0										

Competitive Intensity Score: 8 Percentile: 50				
Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	0	Campuses with Graduates**	0	8
	50	Campuses with Grads 'YOY' Change (Units)**	0	0
In-Market Program Sizes	0	Institutions with Online In-Market Students**	0	NS
		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
In-Market Saturation	43	YoY Median Prog. Compl. Change (Units)	NA	NS
	37	YoY Median Prog. Compl. Change (%)	NA	NS
National Online Competition	84	Google Search * Cost per Click**	\$1	0
	83	Google Competition Index**	0.30	0
	84	Natl'l Online Institutions (Units)**	0	NS
	83	Natl'l Online % of Institutions	15%	0
	87	Natl'l Online % of Completions	26%	0

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-36	1	10	15	22	27	32	50

CIP Description:
 A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.

** Color Scale in Reverse
 Percentile (Reverse) <02 02+ 05+ 10+ 30+ 60+

* -Google search employment data and Jobs Per Grad Ratio do not filter by award level.

** -Color scale in reverse.

NA - No data available/not currently tracked.

NS - Not Scored in Relative Values = 0

2-10 - Associates & certificate programs only.

PCTL - Percentile

CIP: 30.0000 Multi/Interdiscipl'y Studies, Gen'l					Market: NNMC 100					Award Level: Associates					Select Program																													
CIP: 30.0000 Multi/Interdiscipl'y Studies, Gen'l										Market: NNMC 100					Total Score: 12					Percentile: 68																								
Student Demand Score: 14 Percentile: 97										Employment* Score: -4 Percentile: 14										Degree Fit: Score: 0 Percentile: 50																								
Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score																									
Size	62	Google Search Volume (3 Months)**	87	0	Size: Direct Prep		Job Postings Total (12 Months)**	NA	NS	NHEBI		Cost Index**	NA	NS	NHEBI		Student Faculty Index	NA	NS																									
	0	International Page Views (12 Months)	0	NS			BLS Current Employment*	NA	NS																																			
	97	New Student Enrollment Volume (12 Mo.)	25	6			BLS Annual Job Openings*	NA	NS																																			
	98	On-ground Completions at In-Market Institutions	25	NS	Size: ACS Bach.	61	Job Postings Total (12 Months)**	5	NS																																			
	0	Online Completions by In-Market Students	0	NS	Outcomes	61	BLS Current Employment*	27	NS																																			
	98	Sum of On-ground and Online Completions	25	6			BLS 1-Year Historical Growth**	NA	NS																																			
Growth	74	Google Search YoY Change (Units)*	14	0	Growth (Direct Prep)		BLS 3-Year Historic Growth (CAGR)*	NA	NS																																			
	99	New Student Enrollment Vol YoY Change (Units)	9	2			BLS 10-Year Future Growth (CAGR)*	NA	NS																																			
	1	Completion Volume YoY Change (Units)	-5	-2	Saturation (Direct Prep)		Job Postings per Graduate*	NA	NS																																			
	70	Google Search YoY Change (%)	19%	0			BLS Job Openings per Graduate*	NA	NS																																			
	89	New Student Enrollment Vol YoY Change (%)	52%	0	Wages (Direct Prep)		BLS 100-Percentile Wages*	NA	NS																																			
	98	Completion volume YoY Change (%)	-17%	0			BLS Mean Wages*	NA	NS																																			
Competitive Intensity Score: 2 Percentile: 6										CIP Description: A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.										National Completions by Level Score: 0																								
Category	Pctl	Criterion	Value	Score	Category	Pctl	Criterion	Value	Score	Award Level	Completions (National)	Completions (Market)	Enrollment (Market)	Certificate	2%	0%	0%	Associates	7%	100%	52%																							
Volume of In-Market Competition	97	Campuses with Graduates**	1	-1	National	14	Wages (Age < 30)	\$38,198	-1	Bachelors	88%	0%	31%	Bachelors	88%	0%	31%	Post-baccalaureate Certificate	1%	0%	0%																							
	90	Campuses with Grads YoY Change (Units)**	0	0	Community	48	Wages (Age 30-50)	\$66,124	-1	Masters	3%	0%	15%	Masters	3%	0%	15%	Post-masters Certificate	0%	0%	0%																							
	0	Institutions with Online In-Market Students**	0	NS	American	39	% with Any Graduate Degree	31%	NS	Doctoral	0%	0%	0%	Doctoral	0%	0%	0%	Unknown	0%	0%	0%																							
In-Market Program Sizes	89	Average Program Completions	25	1	Survey	41	% with Masters	25%	NS	Unknown	0%	0%	0%	Unknown	0%	0%	0%																											
	93	Median Program Completions	25	2	Bachelor's Degree	65	% with Doct/Prof Degree	6%	NS																																			
	15	YoY Median Prog. Compl. Change (Units)	-5	0	Outcomes	96	% Unemp. (Age <30)**	3%	0																																			
	42	YoY Median Prog. Compl. Change (%)	-17%	0		0	% in Direct Prep Jobs	0	NS																																			
In-Market Saturation	47	Google Search * Cost per Click**	\$1	0																																								
	97	Google Competition Index**	0.30	0																																								
National Online Competition	84	National Online Institutions (Units)**	8	NS																																								
	83	Natl Online % of Institutions	15%	0																																								
	87	Natl Online % of Completions	26%	0																																								
Total Percentile					0					20+					40+					70+					90+					95+					98+					100				
Total Score					-43					-1					7					13					20					26					31					44				
										** Color Scale in Reverse																																		
										Percentile (Reverse)										-40% 02+ 05+ 10+ 30+ 60+																								



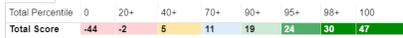
CIP: 30.0000 Multi/Interdisciplinary Studies, Gen1 | Market: New Mexico | Award Level: Associates | Select Program

Student Demand
Score: 12 | Percentile: 96

Category	Pctl	Criterion	Value	Score
Size	62	Google Search Volume (3 Months)**	155	0
	0	International Page Views (12 Months)	0	NS
	96	New Student Enrollment Volume (12 Mo.)	36	6
	97	On-ground Completions at In-Market Institutions	25	NS
	0	Online Completions by In-Market Students	0	NS
Growth	97	Sum of On-ground and Online Completions	25	6
	74	Google Search YoY Change (Units)*	25	0
	4	New Student Enrollment Vol YoY Change (Units)	-6	0
	3	Completion Volume YoY Change (Units)	-5	0
	72	Google Search YoY Change (%)**	19%	0
	52	New Student Enrollment Vol YoY Change (%)	-14%	0
	43	Completion Volume YoY Change (%)	-17%	0

Competitive Intensity
Score: 3 | Percentile: 9

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	95	Campuses with Graduates**	1	-1
	97	Campuses with Grads YoY Change (Units)**	0	0
In-Market Program Sizes	0	Institutions with Online In-Market Students**	0	NS
	33	Average Program Completions	25	2
	94	Median Program Completions	25	2
	12	YoY Median Prog. Compl. Change (Units)	-5	0
In-Market Saturation	46	YoY Median Prog. Compl. Change (%)	-17%	0
	43	Google Search * Cost per Click**	\$1	0
National Online Competition	97	Google Competition Index**	0.30	0
	84	National Online Institutions (Units)**	8	NS
	83	Natl Online % of Institutions	15%	0
	87	Natl Online % of Completions	26%	0



Employment*
Score: -4 | Percentile: 16

Category	Pctl	Criterion	Value	Score
Size: Direct Prep		Job Postings Total (12 Months)**	NA	NS
		BLS Current Employment*	NA	NS
		BLS Annual Job Openings*	NA	NS
Size: ACS Bach. Outcomes	59	Job Postings Total (12 Months)*	7	NS
	61	BLS Current Employment**	44	NS
Growth (Direct Prep)		BLS 1-Year Historical Growth**	NA	NS
		BLS 3-Year Historic Growth (CAGR)*	NA	NS
Saturation (Direct Prep)		BLS 10-Year Future Growth (CAGR)*	NA	NS
		Job Postings per Graduate*	NA	NS
Wages (Direct Prep)		BLS Job Openings per Graduate*	NA	NS
		BLS 100-Percentile Wages**	NA	NS
	19	BLS Mean Wages*	NA	NS
National American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	\$38,198	-1
	14	Wages (Age 30-60)	\$66,124	-1
	39	% with Any Graduate Degree	31%	NS
	48	% with Masters	25%	NS
	41	% with Doct/Prof Degree	6%	NS
	65	% Unemp. (Age <30)**	3%	0
	96	% Unemp. (Age 30-60)**	3%	-2
0	% in Direct Prep Jobs	0	NS	

CIP Description:
 A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.



Degree Fit:
Score: 0 | Percentile: 50

Category	Pctl	Criterion	Value	Score
NHESI Natl 2 Year		Cost Index**	NA	NS
		Student Faculty Index	NA	NS

National Completions by Level
Score: 0

National Workforce Ed. Attainment
Score: 0

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubric (value = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile



Northern New Mexico College New Degree Program Approval Form

Type in the designated areas. Please do not alter any element of the form.			
1	Initiator:	Dr. Ashis Nandy	Date: 10/31/2022
2	Subject area:	Engineering Drawing and Computer Aided Design	
3	Academic division:	Department of Engineering and Technology	
4	Proposed title for New Curriculum Program: Certificate in Engineering Drawing and Computer Aided Design		
5	To begin:	Semester: Fall	Academic Year: 2023
6	Degree or certificate to be offered: Certificate		
7	Provide the Program Catalog Description		
7	<p>The certificate program in Engineering Drawing and Computer Aided Design is developed in response to the consistently high demand from industry and consulting firms for professionals with technical backgrounds in engineering drawing, 3D modeling, product design and development. Coursework in the program is practice-oriented and uses an industry-leading Computer Aided Design software. The program prepares students for the workforce in a wide variety of industries related to engineering design and prototyping, research and development, manufacturing, fabrication, and metrology among others.</p>		
8	<p>Please provide a tentative timeline for program implementation (including a Gantt Chart)</p> <p>Tentative timeline for program implementation:</p> <ul style="list-style-type: none"> • Summer and fall 2022: Program proposal preparation. • October 2022: Program proposal presentation to the Provost. • October/November 2022: Program proposal presentation to the External Advisory Committee. • November 2022: Program proposal presentation to the Educational Policy Committee and the Undergraduate Curriculum Committee. • November/December 2022: Approval process: Educational Policy Committee, Curriculum Committee, Faculty Senate. • Spring 2023: Approval process: Provost's Office, President's Office, Board of Regents, HED, HLC. • Fall 2023: Program begins. 		
NEED			
9	<p>Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)?</p> <p>Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.</p> <p>Please see Appendix D that provides evidence for the need of the program in the region, student demand, employability etc. Appendix D also includes score cards from Gray Associates for the related CIP code for the proposes program.</p>		
10	<p>Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II).</p> <p>Currently, the Department of Engineering and Technology (DET) offers a bachelor program in Electromechanical Engineering Technology (EMET) and an associate program in Pre-Engineering. Both of these programs require students to learn basic CAD/Drafting skills that</p>		

they gain through one required class in that area. While this one class provides students with the fundamental CAD skills, it is not nearly sufficient for majority of CAD-related industrial jobs that require more extensive training in the field. In the last few years, the DET has been approached by several people from external agencies including the two nearby National Labs (Los Alamos, and Sandia). They were/are primarily interested in hiring graduates with intermediate and advanced-level training in CAD applications with the background and degree in engineering/ engineering technology. Through the discussions with these stakeholders, it became clear that a certificate program nested within our EMET and Pre-Engineering programs would be the best possible solution to meet the need of the region for engineering technologists/technicians with extensive trainings in CAD. The overwhelming support for the proposed program is documented through letters of support from CAD professionals/employers/community members and through several inquiries and hiring efforts from the stakeholders. Please see Appendix D for details.

Please also see Appendix A (Part I), and Appendix A (Part II) for the complete degree sheet and the curriculum analysis, respectively.

11 What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)?

The DET has the required classrooms, laboratory space, software access and trained professionals (faculty) to offer the program without any further need for resources and infrastructure. The bachelor program in Electromechanical Engineering Technology and the associate program in Pre-Engineering already require students to take one Drafting/CAD course. The proposed certificate program will include that course in addition to two other CAD courses. The second course of the three-course CAD sequence has already been piloted and offered as an elective topic course. All three courses will use the CAD software-SolidWorks, and we already have the software licenses for 20- machines (required for EMET and Pre-Engineering programs). In 2022, through Title III grant funding we received 18 new top-of-the-line laptop computers that are going to be used exclusively for these CAD courses. Apart from the computers and the software, the DET also has 3D printers and is currently in the process of acquiring a Nikon CMM machine from Los Alamos National Lab. Faculty in DET have extensive training with the SolidWorks software. Dr. Ashis Nandy has earned training certificates on "Essentials of SolidWorks", "SolidWorks Drawing", and "Advanced Part Modeling" from the vendor Computer Aided Technology (CATI). He has been teaching CAD courses for the last 8 years at Northern.

Both the Pre-Engineering and the EMET programs have elective credit requirements, and students will be able to use the credits earned from these CAD courses towards those elective credit requirements. Apart from the three CAD courses, three other support courses from Gen Ed and Math/Engineering area are included in the program. These are already existing courses and are offered by the respective departments at the college.

The curriculum is designed in a way so that by completing of the certificate program, graduates would be ready to take the Certified SolidWorks Associate Exam (CSWA) and get the industrial certification. By aligning the program with the industrial certification, we hope to increase the marketability of the program and attract more students into the program.

12 What are the College's weaknesses that must be overcome to offer the program?

None.

14 What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)?

We foresee minimum or no external threats to the College in the future. This new certificate program does not need any extra funding, lab space, infrastructure, or resources like new computers, software or personnel. No additional budget is required to run the program. The cost of instruction and equipment and resources will be shared between the new program

	<p>and existing bachelor program in EMET.</p> <p>There is and will be a demand for skilled professionals in the CAD field, mainly due to research and development work carried out by the two nearby national laboratories in the region, and it is reasonable to assume that the program will sustain and will grow in enrollment over time.</p>
15	<p>Describe how the program fits with College's mission, strategic goals, and strategic initiatives</p> <p>The propose certificate program is in accordance with the college's mission to ensure student success by providing affordable educational opportunities to meet economic needs of the region. The certificate program will be affordable for our prospective student population and will provide employment and career opportunities in high-paid jobs in technical fields.</p>
CURRICULUM	
16	<p>Program mission</p> <p>The certificate program in Engineering Drawing and Computer Aided Design is developed in response to the consistently high demand from industry and consulting firms for professionals with technical backgrounds in engineering drawing, 3D modeling, product design and development. The program will enhance the college's offerings to high-quality and affordable educational programs with the end goal to meet the economic needs of the region by preparing the students for high-paid technical jobs.</p>
17	<p>Program objectives</p> <ol style="list-style-type: none"> 1. Graduates will be situated in growing careers involving engineering drawing, drafting, computer aided design, and product development. 2. Graduates will perform effectively both individually and in teams. 3. Graduates will demonstrate effective written and oral communication skills. 4. Graduates will demonstrate life-long learning skills to remain competitive in the field. <p>Program objectives will be reviewed every 5 years to keep them current with changes in industry standards.</p>
18	<p>List the Program-level Student Learning Outcomes</p> <p>SO1. An ability to use computer-aided drafting or design tools to prepare graphical representations of engineering products, parts or assembly systems. SO2. An ability to design systems, parts or components, for broadly-defined engineering technology problems. SO3. An ability to apply written, oral, and graphical communication in both technical and non-technical environments. SO4. An ability to function effectively as a member of technical team.</p>
19	<p>Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I)</p> <p>See Appendix B (Part I)- "Curriculum Map for Certificate Program in Engineering Drawing and Computer Aided Design".</p>
20	<p>Describe the coordination with other College programs</p> <p>The proposed Certificate program will complement our already existing Associate in Pre-Engineering and Bachelor in EMET programs. Students from these programs will be highly encouraged to pursue this certificate program. Both these programs currently require students to take DRFT 1100 Computer Aided Drafting I course. This is essentially the same course as CAD 1100 (we propose renaming to be consistent across all CAD courses), the first of the three-course CAD sequence. We propose to include the second course (CAD</p>

	<p>2200) as a required course for the EMET program as well (following EMET External Advisory Committee advice). The final course (CAD 3300) can be taken as an elective requirement for both the Pre-Engineering and EMET programs. Two of the other three support courses from Math and Gen Ed areas are also existing courses and can be taken as Gen Ed/Math electives. The last support course, ENGR 1110L (Introduction to Engineering) is a required course for the Engineering majors.</p> <p>We anticipate majority of our EMET and Pre-Engineering students will declare this certificate program since they will be able to use these credits towards their bachelor program while receiving the certificate.</p>
<p>21</p>	<p>Explain the articulation agreements that the program will have with programs offered by other institutions</p> <p>No formal articulation exists with other institutions. However, this new program has the universal appeal and could articulate to any existing associate or bachelor program in the state related to design/drafting/CAD/mechanical engineering.</p> <p>As part of the marketing and enrollment strategy, the Department of Engineering Technology will work with local community colleges in articulation agreements during FY 2023 so they can be in place by the time this degree is offered. Once the articulation is in place, students from these institutions could enroll in the certificate program and use the credits towards their program of study.</p> <p>The DET and the Los Alamos National Lab are working together to have possible articulation agreement in place.</p>
<p>22</p>	<p>What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality.</p> <p>The program by its very nature requires hands-on experiential learning. Students will require live demonstration of the use of the CAD software and will need access to the lab computers and the software. Hence, the courses will be delivered in traditional face-to-face format.</p> <p>If found beneficial for scheduling purposes, and if there is a need from the students, in future, the program courses could be delivered in hybrid mode. The lectures and software demonstrations could be delivered through recorded videos asynchronously but the student practice sessions will still be done through in-person sessions. In other universities and colleges in the state, the CAD classes are all offered in the same face-to-face delivery mode. Hence, there is no additional competition based on our selected delivery mode.</p>
<p>23</p>	<p>Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA) within this program.</p> <p>Engineering Drawing and Computer Aided Design are very specialized field of study and students entering at the certificate level are not supposed to have any prior learning in those areas. Thus, no Prior Learning Assessment (PLA) will be implemented within the program.</p> <p>The students will be expected to have basic mathematical skills and skills with computer operating systems (Windows). For students entering the program without the Intermediate Algebra class, a short Math assessment test of relevance will be given to those students within the first two weeks of classes (in the first course, CAD 1100). The assessment results will be used to review math topics in-context throughout the course. Similarly, a short assessment will be implemented on use of the Windows operative system such as file operations etc., and any missing skills will be reinforced through one lecture module and practice exercises.</p>
<p>24</p>	<p>Describe the membership of the External Advisory Committee and the role that they have</p>

	<p>played in the development of Curriculum and Program-Level Student Learning Outcomes.</p> <p>The External Advisory committee (EAC) that serves the Bachelor in EMET program is serving for the proposed certificate programs as well. Membership of EAC comprised of highly qualified and experienced people from industry, Los Alamos National Lab, local feeder high-school. The topic of possibly expanding the Drafting/CAD courses for the EMET program have been discussed in EAC meeting a few times in the last couple of years and received support from the members. Curricular discussions were part of those meetings as well. Any input from the EAC members after the initial review of the proposal with regard to curriculum and student learning outcomes will be incorporated.</p>
25	<p>Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC.</p> <p>The proposed certificate program falls under the umbrella of the following program: Bachelor of Engineering in Electromechanical Engineering Technology (EMET). As explained earlier, the first course of the 3-course CAD sequence is already an existing and required course for the EMET program. The second course has also been offered already once in the spring of 2022 as a topic elective course in the EMET program (although the course names, numbers and the catalog descriptions are updated to better describe the courses and to better align with the overall program objectives). The other 3 support-courses from Gen Ed/Math/Engineering are also either required classes for the Engineering program or can be used as electives.</p> <p>The following new CIP code should be used for the proposed certificate program: 15.1301: Drafting and Design Tech, General</p>
ASSESSMENT	
26	<p>Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)</p> <p>Please see Appendix B (Part II)- "Assessment Plan and Guidelines".</p>
SUPPORT AND SUSTAINABILITY	
27	<p>Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving</p> <p>Faculty from the EMET program would be responsible for offering and delivering the program-specific courses. Currently there are three full-time faculty positions in the faculty line with two full-time faculty serving for this program and one faculty line vacant. No new faculty will be needed for this certificate program. The first course of the 3-course CAD sequence is already a regular course that is offered for the EMET program. The second course was also offered once as a topic elective course. Adding the third course will not impact the workload of the faculty significantly, as they offer elective courses time to time as part of their regular teaching load. One Engineering faculty might need a one-course teaching overload (for teaching CAD 3300 class) during the entire academic year. No new faculty will be required to teach the already-existing three support courses. These courses are already offered on a regular basis by faculty from other departments.</p> <p>Faculty credential: Dr. Ashis Nandy has a PhD in Mechanical Engineering. He has been teaching courses in Engineering Design, Technical Drawing, Drafting and Computer Aided Drafting for 10 years</p>

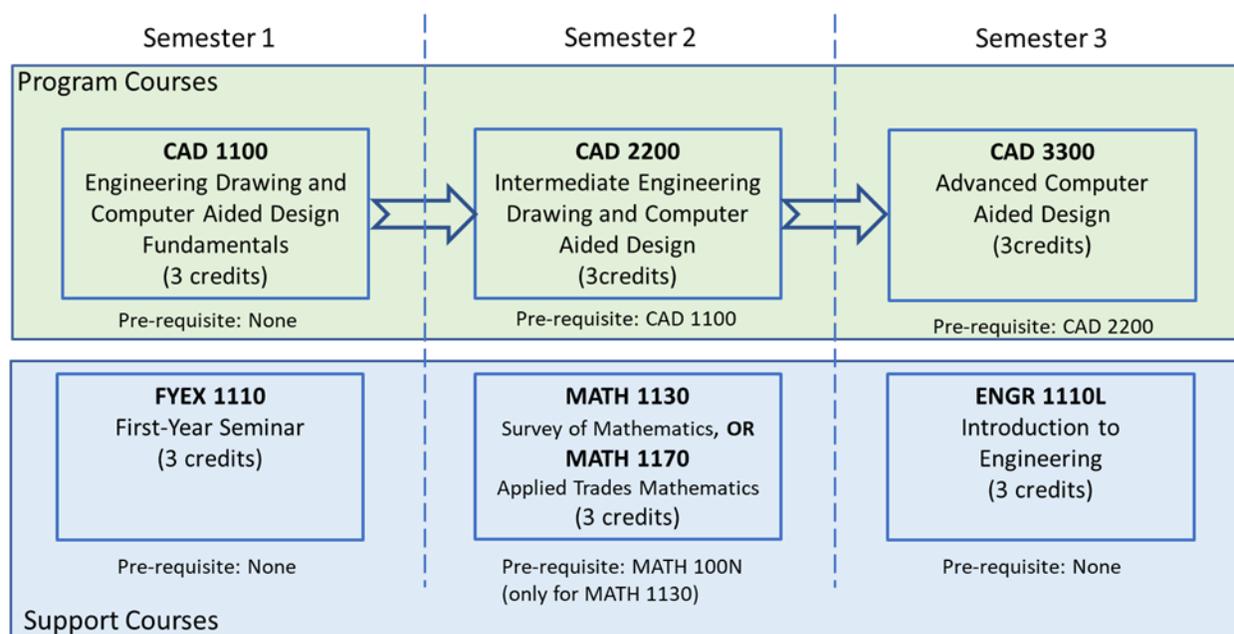
	<p>at various level. He has earned several professional certificates related to CAD software (SolidWorks) from Computer Aided Technology (CATI). He has incorporated those learning modules in the two Drafting/CAD courses he offered so far that will be part of the certificate program.</p> <p>Dr. Steven Cox has a PhD in Mathematics and Master degree in Electrical Engineering. He has been using a CAD software and 3D printing in variety of classes (Intro to Engineering, Electrical Systems etc.)</p>
28	<p>Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required</p> <p>No additional resources and infrastructure needed for the certificate program. Office space requirement: None Classroom/Lab to be used: HT 119 Drawing and CAD Laboratory. This lab room already hosts the existing Drafting/CAD classes. Computers: We currently have 18 dedicated laptop computers for this classroom/laboratory. The computers are top-notch and are acquired through Title III funds in 2022. Every four years the computers will need to be replaced. The cost will be shared between the proposed program and the EMET program (see Excel sheet for cost and revenue analysis of the program). Software: SolidWorks. DET already have 20 machine licenses for SolidWorks. These licenses need to be renewed annually/bi-annually irrespective of the new program since the software is needed for the existing CAD/Drafting class in the EMET and Pre-Engineering program. In summary no new equipment, software is needed at this point.</p>
29	<p>Describe the annual budget for this program for the first five years, the projected enrollment per year, and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please provide this section in Appendix C.</p> <p>Appendix C provides projected enrollment, and annual budget (cost and revenue) for the first five years of the program. A separate spreadsheet is included for the program cost and revenue analysis.</p>
30	<p>Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections)</p> <p>The certificate program falls under the umbrella of our existing Bachelor in EMET program. Two of the three CAD courses will be required courses for the EMET program. There is no need for any additional resources, infrastructure, personnel or budget to run the new certificate program. Thus, there is no need for any special plan for sustainability and no risks associated with regard to sustainability of the program. Instructional cost for the CAD courses will be shared by the stand-alone certificate program and the EMET program. The instructional cost incurred by the proposed program will in effect reduce the instructional cost for the EMET program. Please also see the Appendix C- "Projected Enrollment, Revenue and Cost".</p>
31	<p>Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan</p> <p>Students from Associates in Pre-Engineering and Bachelor in EMET programs will be the main target population for recruiting into the certificate program. Their main motivation for the students would be to earn the certificate without having to take any extra credits for their primary majors (since part of the course credits are required for their primary majors and the rest of the credits can be used for elective credit requirements).</p> <p>Working closely with the Dual Credit coordinators, we will also market the program in local</p>

	<p>high schools and strategically attempt to recruit high-school juniors or seniors into the certificate program. Note that the first course of the three-course CAD sequence is a pre-requisite free course and hence high-school students can be placed in that course in their very first semester as a dual credit student. The support courses are also pre-requisite free (except for MATH 1130, but students can chose MATH 1170, which does not have a pre-requisite).</p>
32	<p>Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program</p> <p>As per our understanding, there is no requirement of a major review by any external agency. The following external agencies need to be notified: The Higher Education Department, and the Higher Learning Commission.</p>

Appendix A (Part I)**Proposed Curriculum**

Certificate in Engineering Drawing and Computer Aided Design (Total Credits: 18)			
Course Number	Course Name	Credits	Pre-requisite
Program-specific courses			
CAD 1100	Engineering Drawing and Computer Aided Design Fundamentals	3	None
CAD 2200	Intermediate Engineering Drawing and Computer Aided Design	3	CAD 1100
CAD 3300	Advanced Computer Aided Design	3	CAD 2200
Support courses			
FYEX 1110	First Year Seminar	3	None
MATH 1130 OR MATH 1170	Survey of Mathematics OR Applied Trades Math	3	MATH 100N for MATH 1130** None for MATH 1170
ENGR 1110L	Introduction to Engineering	3	None

** Students can be placed directly in MATH 1130 class based on their placement scores.

Appendix A (Part II)**Curriculum Analysis- Sequence of courses**

Note: Program courses must be taken in sequence. Support courses can be taken in any order, if required. Sequence for the support courses is just a suggested one.

The syllabi for the new (or redesigned) CAD courses are provided next (see next page).

Course Syllabus
CAD 1100 Engineering Drawing and Computer Aided Design Fundamentals
 Northern New Mexico College

Course Number Course Name	CAD 1100 Engineering Drawing and Computer Aided Design Fundamentals
Course Credit	3 credits (2 credits of theory, and 1 credit of studio); 200 minutes per week of instructional time.
Course Coordinator	Ashis Nandy Email: ashis@nnmc.edu Phone: 505-747-2249 Office: SERPA 111
Textbook	Required: Engineering Graphics Essentials– Kirstie Plantenberg, 5 th Edition, SDC Publications, ISBN-13: 978-1-63057-052-1 Recommended (but not required): Official Guide to Certified SOLIDWORKS Associate Exams: CSWA, CSWA-SD, CSWSA-S, CSWA-AM: SOLIDWORKS 2019-2021- David C. Planchard, 1 st Edition, SDC Publications, ISBN-13: 978-1630574215. Additional learning material and handouts related to SolidWorks will be provided during class sessions.
Catalog Description	The course introduces engineering drawing and design concepts, practices and applications using computer-aided design software- SolidWorks. Students will learn to read, interpret and create basic engineering drawings with 2- and 3-view orthographic projection, isometric view, basic dimensioning and tolerancing. Students will be able to use basic sketching tools and features of SolidWorks to create 3D models, and 2D drawings incorporating appropriate design intent. (2T+1S)
Prerequisites	None
Co-requisites	None
Course category	Required
Course Objectives	<ol style="list-style-type: none"> 1. Explain the importance of engineering drawings and its relation to design and product development. 2. Read and interpret engineering drawings and visualize 3D model from 2D drawings. 3. Create engineering drawings with 2D drawing views following appropriate standards. 4. Create fully-defined or constrained sketches in SolidWorks using appropriate sketching tools, sketch relations and dimensions. 5. Use appropriate sketches and features to create, modify and save a part file in SolidWorks. 6. Incorporate proper design intent in the building and editing process of 3D part models. 7. Create basic 2D drawings from 3D part file in SolidWorks.
Student Outcomes	SO1. An ability to use engineering drawing and computer-aided drafting or design tools to prepare graphical representations of engineering products, parts or assembly systems.
Topics	<ul style="list-style-type: none"> • Introduction to Engineering Drawing, Design and Product Development Process: communicating design ideas, drawing standards- ANSI, ISO, product development and manufacturing process, engineering drawing sheet format and contents. • Basic Concepts: Orthographic Projections- introduction, standard orthographic views, line types used in creating orthographic views, drawing scale, 1st angle and 3rd angle projections and symbols. • Pictorial Drawings and Visualization: Isometric Views- introduction, types of axonometric pictorials, creating isometric drawing from orthographic views, inclined and oblique surfaces.

	<ul style="list-style-type: none"> • Dimensioning: dimensioning line types, terminology and symbols, dimensioning standards and techniques and rules • SolidWorks: Basics and the User Interface- parametric design, design intent, design tree, graphics area, using the command manager, file operations. • SolidWorks: Introduction to Sketching- default planes, sketching tools, sketch geometry, sketch relations and constraining a sketch, dimensioning a sketch, editing a sketch. • SolidWorks: Basic Part Modeling- basic features, extruded boss/base, extruded cut, hole wizard, fillets and chamfer, editing features. • SolidWorks: Using symmetry and other efficient tools in sketches- mirror entities, convert entities, trim entities, offset entities, using draft with extruded boss/base or extruded cut feature, creating reference geometry- planes, axis, point. • SolidWorks: Patterning- linear pattern, circular pattern, mirror pattern, sketch driven pattern. • SolidWorks: Introduction to Revolved Features- revolved boss/base, revolved cuts. • SolidWorks: Introduction to Part Drawings- creating 2D drawings from 3D part file, dimensioning, applying basic annotations. • Introduction to Tolerancing: tolerance standards, tolerance types, limits and fits, selecting tolerances and tolerance accumulation
Grading Policy	The grading scale follows the NNMC's catalog grading system. Every instructor customizes their own grading policy.
Student Conduct and Academic Integrity	Refer to Student Handbook of Northern New Mexico College.
Attendance, Preparation, and Participation	Student learning is enhanced by commitment to attend and engage in all class sessions. Lack of preparation, poor attendance and passive participation all contribute to performance difficulties.

Course Syllabus
CAD 2200 Intermediate Engineering Drawing and Computer Aided Design
 Northern New Mexico College

Course Number Course Name	CAD 2200 Intermediate Engineering Drawing and Computer Aided Design
Course Credit	3 credits (1 credit of theory, and 2 credits of studio); 250 minutes per week of instructional time.
Course Coordinator	Ashis Nandy Email: ashis@nnmc.edu Phone: 505-747-2249 Office: SERPA 111
Textbook	Required: Engineering Graphics Essentials– Kirstie Plantenberg, 5 th Edition, SDC Publications, ISBN-13: 978-1-63057-052-1 Recommended (but not required): Official Guide to Certified SOLIDWORKS Associate Exams: CSWA, CSWA-SD, CSWSA-S, CSWA-AM: SOLIDWORKS 2019-2021- David C. Planchard, 1 st Edition, SDC Publications, ISBN-13: 978-1630574215 Additional learning material and handouts related to SolidWorks will be provided during class sessions.
Catalog Description	In this course students will develop intermediate level design and drawing skills using computer-aided drafting software- SolidWorks. The course focuses on creating and editing parts to incorporate design changes, and on creating bottom-up assembly models, and 2D drawings including advanced view techniques and detailing. Students will also be introduced to the concept of geometric dimensioning and tolerancing. (1T+2S)
Prerequisites	CAD 1100
Co-requisites	None
Course category	Required
Course Objectives	<ol style="list-style-type: none"> 1. Read, interpret and also prepare detailed engineering drawings with advanced view techniques such as sectional views, auxiliary views, detail views etc. 2. Read and interpret assembly drawings and identify parts using parts list/ bill of material. 3. Interpret engineering drawings with geometric dimensioning and tolerances. 4. Design and create 3D part models using intermediate level features such as ribs, shelling, sweeps, lofts etc. 5. Edit to diagnose and repair parts and incorporate design changes. 6. Prepare 2D drawings from 3D models in SolidWorks including detailing and annotations. 7. Create bottom-up assembly models from parts or sub-assemblies by applying appropriate mating relations.
Student Outcomes	<p>SO1. An ability to use engineering drawing and computer-aided drafting or design tools to prepare graphical representations of engineering products, parts or assembly systems.</p> <p>SO2. An ability to design systems, parts or components, for broadly-defined engineering technology problems.</p> <p>SO3. An ability to apply written, oral, and graphical communication in both technical and non-technical environments.</p>
Topics	<ul style="list-style-type: none"> • Review of Engineering Drawing Concepts and SolidWorks basic sketching tools and features. • Engineering Drawings: Sectional Views- rules and lines used in sectional views, full-section, half-section, offset-section, aligned-section, revolved-section, sections with ribs and webs. • Engineering Drawings: Advanced View Techniques- auxiliary views, detail views, broken out views, partial views. • Assembly Drawings- assembly drawing views, part identification, parts list/bill of material, assembly drawing in sectional views.

	<ul style="list-style-type: none"> • Geometric Dimensioning and Tolerances- ASME standard Y14.5-2009. • SolidWorks: Intermediate Level Part Modeling- extruded boss/base and revolved boss/base with thin features, ribs, shelling, sweeping, lofting, swept cut, lofted cut • SolidWorks- editing to diagnose and repair parts, repair sketch geometry problems, dangling relations and dimensions, repair filleting problems, use FilletXpert to add fillets, incorporate design changes, use configurations. • SolidWorks: 2D Drawings and Detailing- drawing sheets and sheet formats, multiple drawing sheets, sketching in drawing views, adding center marks and centerlines, dimensioning and inserting model items, manipulating dimensions, • SolidWorks: Annotations in 2D Drawings- annotation types, adding notes, datum feature symbols, geometric tolerance symbol. • SolidWorks: Bottom-Up Assembly Modeling- introduction, creating new assembly from parts, add mating relations between parts, insert sub-assembly.
Grading Policy	The grading scale follows the NNMC's catalog grading system. Every instructor customizes their own grading policy.
Student Conduct and Academic Integrity	Refer to Student Handbook of Northern New Mexico College.
Attendance, Preparation, and Participation	Student learning is enhanced by commitment to attend and engage in all class sessions. Lack of preparation, poor attendance and passive participation all contribute to performance difficulties.

Course Syllabus
CAD 3300 Advanced Computer Aided Design
 Northern New Mexico College

Course Number Course Name	CAD 3300 Advanced Computer Aided Design
Course Credit	3 credits (1 credit of theory, and 2 credits of studio); 250 minutes per week of instructional time.
Course Coordinator	Ashis Nandy Email: ashis@nnmc.edu Phone: 505-747-2249 Office: SERPA 111
Textbook	Required: Engineering Graphics Essentials– Kirstie Plantenberg, 5 th Edition, SDC Publications, ISBN-13: 978-1-63057-052-1 Recommended (but not required): Official Guide to Certified SOLIDWORKS Associate Exams: CSWA, CSWA-SD, CSWSA-S, CSWA-AM: SOLIDWORKS 2019-2021- David C. Planchard, 1 st Edition, SDC Publications, ISBN-13: 978-1630574215 Additional learning material and handouts related to SolidWorks will be provided during class sessions.
Catalog Description	This course reinforces basic and intermediate-level skills in engineering drawing, 3D part and assembly modeling, and exposes students to advanced-level drawing and 3D part modeling techniques. Students will create detailed assembly drawings, sketch complex 3D geometries using advanced 3D sketching tools, and prepare complex 3D models using advanced part modeling techniques such as multibody design, advanced sweeping, boundary and lofting, advanced filleting, wrap, direct editing, etc. Students will be working on individual and team projects/ case studies of practical and real-world significance. (1T+2S)
Prerequisites	CAD 2200
Co-requisites	None
Course category	Required
Course Objectives	<ol style="list-style-type: none"> 1. Prepare assembly drawing views and exploded views along with bill of materials in SolidWorks. 2. Design and create parts in SolidWorks using multibody design techniques. 3. Create and manipulate sketches with splines 4. Apply advanced sweeping techniques with guide curves and splines, advanced loft and boundary features to create complex 3D geometries. 5. Draw 3D sketches using helix curves, 3D curves using orthogonal views, projected curves and composite curves to create complex 3D geometries. 6. Model threads and use library feature parts. 7. Apply advanced filleting and other advanced design features such as wrap and direct editing in SolidWorks.
Student Outcomes	<p>SO2. An ability to design systems, parts or components, for broadly-defined engineering technology problems.</p> <p>SO3. An ability to apply written, oral, and graphical communication in both technical and non-technical environments.</p> <p>SO4. An ability to function effectively as a member of technical team.</p>
Topics	<ul style="list-style-type: none"> • Review of SolidWorks part modeling, assembly modeling and 2D Drawings. • Assembly Drawing Views in SolidWorks: creating assembly views, automatic hiding, configurations, hiding components and bodies, alternate position views, exploded views. • SolidWorks: Bill of Materials in 2D Drawings- creating and managing a bill of materials. • Multibody Design Techniques in SolidWorks: creating multibody parts, solid bodies folder, delete/keep body feature, bridging a multibody part, local operations, patterning bodies, case studies.

	<ul style="list-style-type: none"> • Saving Solid Bodies: multibody part vs. assembly, saving bodies function, splitting a part into multiple bodies, saving split bodies, case studies. • Sketching with Splines: Introduction to splines, creating and manipulating splines, spline tools and spline relations, using sketch pictures, evaluating splines, fit spline. • Sweeping: Sweep requirements, sweep with guide curves, sweeping using splines, advanced sweep options, profile orientation, visualizing sweep sections, face curves, controlling twist with guide curves, case studies. • 3D Sketching and Curve Features: introduction to 3D sketching, using reference planes, helix curve and spiral feature, creating a 3D curve from orthogonal views, projected curve, composite curve feature, case studies. • Loft and Boundary Features: introduction, lofting, preparing profiles for lofting, start and end conditions, boundary feature, boundary with surfaces, additional curves in loft and boundary, centerline lofting, case studies. • Advanced Filleting and other advanced features: fillet settings and parameters, fillets with multiple radius, setback parameters, variable size fillets, face fillets, FilletXpert, Wrap feature, threads and library feature parts, introduction to direct editing.
Grading Policy	The grading scale follows the NNMC's catalog grading system. Every instructor customizes their own grading policy.
Student Conduct and Academic Integrity	Refer to Student Handbook of Northern New Mexico College.
Attendance, Preparation, and Participation	Student learning is enhanced by commitment to attend and engage in all class sessions. Lack of preparation, poor attendance and passive participation all contribute to performance difficulties.

Appendix B (Part I)

Curriculum Map
Certificate Program in Engineering Drawing and Computer Aided Design

A preliminary draft of the curriculum map is shown below which shows the plan for the student learning outcomes assessment. This document is a work-in-progress and will be updated after the proposal is reviewed by the External Advisory Committee and the Curriculum Committee. Note: Only the program-specific courses are included in the assessment plan.

Courses	Student Learning Outcomes			
	SO1	SO2	SO3	SO4
CAD 1100 Engineering Drawing and Computer Aided Design Fundamentals	X			
CAD 2200 Intermediate Engineering Drawing and Computer Aided Design	X	X	X	
CAD 3300 Advanced Computer Aided Design		X	X	X

Student Learning Outcomes:

SO1. An ability to use engineering drawing and computer-aided drafting or design tools to prepare graphical representations of engineering products, parts or assembly systems.

SO2. An ability to design systems, parts or components, for broadly-defined engineering technology problems.

SO3. An ability to apply written, oral, and graphical communication in both technical and non-technical environments.

SO4. An ability to function effectively as a member of technical team.

Appendix B (Part II)

Assessment Plans and Guidelines
Certificate Program in Engineering Drawing and Computer Aided Design

General Guidelines for Student Learning Outcome Assessment:

- Courses identified for each SO assessment through faculty consensus
- Each SO: assessed at least once in every three years (or sooner)
- Assessment instruments will be peer-reviewed before using them.
- Each assessment: documented through an assessment report
- Data will be presented in histograms/table.
- Assessment and evaluation meeting (faculty): at least once a year
- External Advisory Committee meeting: at least once a year to review curriculum and student outcomes.

Data Sampling:

- Data will be collected from all students enrolled in the class for credit.
- Since current classes are typically less than 20 students, no sampling will be done for assessment. This will be revisited if the size of the classes increases.

- Dropouts are not considered to evaluate the achievement of the outcome if the measurement is taken after the drop.

Definitions of Performance:

Level of Attainment of outcomes per student:

- Target Met: a student achieves a 70% of the instrument scale.
- Target Not Met: a student does not achieve a 70% of the instrument scale.

Level of Attainment of outcomes per class:

- Target met: 75% of all students achieve target.
- Target in progress: less than 75% of all students achieve target.

Level of Attainment of outcomes for the Program:

- For 100-level and 200-level classes, 1 point will be assigned if the level of attainment is marked as "Not met" or "Target in progress".
- For 100-level and 200-level classes, 2 points will be assigned if the level of attainment is marked as "Target met".
- For 300-level and 400-level classes, 2 points will be assigned if the level of attainment is marked as "Not met" or "Target in progress".
- For 300-level and 400-level classes, 4 points will be assigned if the level of attainment is marked as "Target met".

The level of attainment of a student outcome considering all courses where the student outcome is measured, is defined as:

$$\text{Level of attainment of outcome} = \text{Points achieved} / \text{Maximum points in outcome}$$

Action Plan Development:

- A meeting at the end/beginning of the current/next semester will be held and the actions plans will be developed after analyzing all the data collected.

Review of Program Objectives:

- Program Objectives will be reviewed and if required, updated every 6 years. They will be reviewed by all constituencies including: external advisory committee, student employers, alumni, faculty and current senior students.
- Program objectives are not going to be assessed, but currency and relevancy of the program objectives will be reviewed by conducting surveys among all program constituencies.

Assessment Report Format:

Each assessment report will contain at the minimum these following elements:

- Final grade distribution
- Assessment and data collection detail
 - Assessment activity/tool used and how it relates to achievement of SO
 - Methodology (when and how the activity performed)
 - Measurement instrument/rubric used
- Target student performance level
- Analysis of assessment results
- Conclusion and action plan for improvement

Appendix C

Projected Enrollment, Revenue and Cost

The table below provides projected enrollment (number of unique student) for the stand-alone certificate program that was prepared based on historical enrollment data in DRFT 1100 class (which will be renamed as CAD 1100), as well as the student survey data (presented in Appendix D). Note that we assume an equal number of students from the EMET program will enroll in these courses, and so, the cost of instruction will be shared equally between the two programs.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrollment (unique student entering the stand-alone certificate program)	6	8	8	9	9

For projected cost and revenue analysis the following assumptions are made:

- a. 50% of enrolled students in CAD and ENGR classes are certificate program students, and the other 50% students are from EMET program. Thus, the actual projected enrollment in CAD and ENGR classes are twice as many as given in the table above. 50% of the cost of instruction for these classes are shared by certificate program and the other 50% by EMET program.
- b. CAD 1100, CAD 2200, and ENGR 1110L courses will be taught by full-time Engineering faculty as regular course load.
- c. 30% fringe benefit is added to cost of instruction for full-time faculty regular teaching load.
- d. CAD 3300 course will be taught by full-time Engineering faculty as a course overload.
- e. FYEX 1110, and MATH 1130/1170 will be taught by adjunct faculty (assumed Master's degree holder).
- f. Tuition amount (New Mexico Residents): \$211/credit hour.
- g. Lab Fee: \$78.38/course.
- h. 50% of the cost of computers and software licenses are shared by certificate program, and the other 50% by the EMET program.

With these assumptions the cost and revenue analysis are made and the summary of that analysis is presented below. For the detailed budget a spreadsheet is attached with this document.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue/Year (only stand-alone certificate program)	\$16,132.56	\$30,046.64	\$32,892.16	\$35,580.92	\$37,003.68
Total Cost/Year (only stand-alone certificate program)	\$17,702.51	\$27,316.82	\$27,316.82	\$54,747.62	\$27,747.62

Note: The projected cost of instruction for the certificate program will be almost equal to the reduction in cost of instruction for the EMET program. At the same time, the program will generate additional revenue for the DET and the college.

Appendix D

Demand and Community Support for the Program, and Career Prospects

Employability: Salary and workforce statistics

According to U.S. Bureau of Labor Statistics, a total of 192,200 jobs were available for Drafters in 2021. In 2021, with typical entry-level education of Associate's degree, the median pay for these jobs were \$60,290 per year, approximately 32% more compared to the median salary for all occupations (\$45,760), as shown in the figure below.

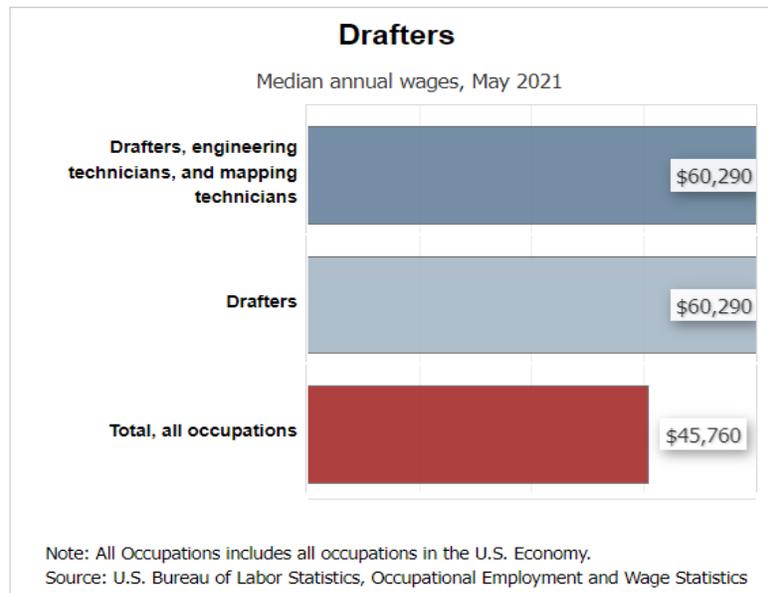


Figure: Salary comparison for drafters with all other occupations in U.S.

Source: <https://www.bls.gov/ooh/architecture-and-engineering/drafters.htm#tab-5>

For more details on the U.S. Bureau of Labor Statistics data, please visit the following websites:

Job summary for Drafters:

<https://www.bls.gov/ooh/architecture-and-engineering/drafters.htm#tab-1>

Although as per the above data, there is decline of 3% in projected employment numbers in the nation from 2021 to 2031, this decline is offset by the presence of two national labs in the region and the growing demand for the CAD/ Drafting professionals there. High demand for such programs in the region and community support is substantiated in the following section

Demand for CAD/Drafting professionals in the region:

A quick search for jobs at the LANL job site (<https://lanl.jobs/search/searchjobs>) with the keyword "Drafter" on October 25th, 2022 resulted in 15 open job postings that were posted in the last 30 days. Job position title, position number and salary for a few sample positions are provided below:

Sample job openings for Drafters/CAD professionals at LANL (posted within the last 30 days)			
Req. Number	Position Title	Education Requirement	Salary
IRC 114030	Designer/Drafter 1	High school diploma	\$44,900- \$69,200
IRC 114030	Designer/Drafter 2	High school diploma	\$49,600- \$76,300
IRC 114092	Designer/Drafter 3	Associate degree	\$59,500- \$93,100
IRC 113791	Engineering Technologist 1	Bachelor degree	\$79,200- \$129,000
IRC 114499	Engineering Technologist 2	Bachelor degree	\$87,200- \$142,500

Similarly, a quick job search at the LANL job site with the keyword "CAD" on October 25th, 2022 resulted in 23 open job postings that were posted in the last 30 days (although, there may be overlap between the job searches with the two keywords).

Score cards from Gray Associates for the relevant CIP number (CIP: 15.1301, Drafting and Design Tech, General) that is related to the proposed program are attached, and demonstrate the need for such a program and encouraging career prospect in the region.

CIP: 15.1301 Drafting and Design Tech, Gen'l

Market: New Mexico

Award Level: Certificate

Select Program

CIP: 15.1301 Drafting and Design Tech, Gen'l

Market: New Mexico

Total Score: 10

Percentile: 61

Student Demand

Score: 10 Percentile: 94

Category	Pctl	Criterion	Value	Score
Size	74	Google Search Volume (3 Months)*	320	0
	0	International Page Views (12 Months)	0	NS
	93	New Student Enrollment Volume (12 Mo.)	6	3
	96	On-ground Completions at In-Market Institutions	20	NS
	0	Online Completions by In-Market Students	0	NS
	96	Sum of On-ground and Online Completions	20	6
Growth	4	Google Search YoY Change (Units)*	-60	0
	2	New Student Enrollment Vol. YoY Change (Units)	-3	0
	96	Completion Volume YoY Change (Units)	2	1
	24	Google Search YoY Change (%)*	-16%	0
	33	New Student Enrollment Vol. YoY Change (%)	-33%	0
	69	Completion Volume YoY Change (%)	11%	0

Competitive Intensity

Score: -3 Percentile: 1

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	98	Campuses with Graduates**	3	-4
	2	Campuses with Grads YoY Change (Units)**	-1	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes	52	Average Program Completions	7	0
	34	Median Program Completions	3	0
	48	YoY Median Prog. Compl. Change (Units)	-2	0
	25	YoY Median Prog. Compl. Change (%)	-56%	0
In-Market Saturation	0	Google Search * Cost per Click**	\$0	1
	89	Google Competition Index**	0.60	0
National Online Competition	96	National Online Institutions (Units)**	13	NS
	66	Natl Online % of Institutions	4%	0
	67	Natl Online % of Completions	4%	0

Employment*

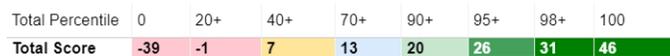
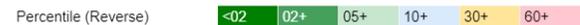
Score: 3 Percentile: 74

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	82	Job Postings Total (12 Months)*	80	4
	75	BLS Current Employment*	191	3
	74	BLS Annual Job Openings*	15	0
Size: ACS Bach. Outcomes	29	Job Postings Total (12 Months)*	1	NS
	19	BLS Current Employment*	4	NS
Growth (Direct Prep)	7	BLS 1-Year Historical Growth*	-55.1%	-2
	5	BLS 3-Year Historic Growth (CAGR)*	-25.6%	-2
	6	BLS 10-Year Future Growth (CAGR)*	-0.5%	NS
Saturation (Direct Prep)	59	Job Postings per Graduate*	3.1	0
	44	BLS Job Openings per Graduate*	0.6	-3
Wages (Direct Prep)	36	BLS 10th-Percentile Wages*	\$34,832	0
	27	BLS Mean Wages*	\$53,704	NS
National American Community Survey Bachelor's Degree Outcomes	88	Wages (Age < 30)	\$56,892	2
	75	Wages (Age 30-60)	\$100,755	1
	12	% with Any Graduate Degree	19%	NS
	24	% with Masters	18%	NS
	11	% with Doct/Prof Degree	2%	NS
	65	% Unemp. (Age <30)**	3%	0
	73	% Unemp. (Age 30-60)**	2%	0
	34	% in Direct Prep Jobs	2%	NS

CIP Description:

A program that prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

** Color Scale in Reverse



Degree Fit:

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	81	Cost Index**	126%	NS
	7	Student: Faculty Index	66%	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	65%	77%	22%
Associates	32%	23%	78%
Bachelors	3%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	13%
Some College	22%
Associates	33%
Bachelors	26%
Masters	6%
Doctoral	1%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile



CIP: 15.1301 Drafting and Design Tech, Gen'l

Market: NNMC 100

Award Level: Certificate

Select Program

CIP: 15.1301 Drafting and Design Tech, Gen'l

Market: NNMC 100

Total Score: 13

Percentile: 76

Student Demand

Score: 3 Percentile: 86

Category	Pctl	Criterion	Value	Score
Size	74	Google Search Volume (3 Months)*	179	0
	0	International Page Views (12 Months)	0	NS
	0	New Student Enrollment Volume (12 Mo.)	0	0
	92	On-ground Completions at In-Market Institutions	1	NS
	0	Online Completions by In-Market Students	0	NS
	92	Sum of On-ground and Online Completions	1	3
Growth	4	Google Search YoY Change (Units)*	-33	0
	94	New Student Enrollment Vol. YoY Change (Units)	0	0
	2	Completion Volume YoY Change (Units)	-7	0
	25	Google Search YoY Change (%)*	-16%	0
		New Student Enrollment Vol. YoY Change (%)	NA	NS
	7	Completion Volume YoY Change (%)	-88%	0

Employment*

Score: 9 Percentile: 88

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	86	Job Postings Total (12 Months)*	70	4
	76	BLS Current Employment*	144	3
	75	BLS Annual Job Openings*	12	0
Size: ACS Bach. Outcomes	37	Job Postings Total (12 Months)*	1	NS
	22	BLS Current Employment*	3	NS
Growth (Direct Prep)	5	BLS 1-Year Historical Growth*	-58.1%	-2
	4	BLS 3-Year Historic Growth (CAGR)*	-26.2%	-2
	6	BLS 10-Year Future Growth (CAGR)*	-0.5%	NS
Saturation (Direct Prep)	94	Job Postings per Graduate*	69.8	2
	87	BLS Job Openings per Graduate*	11.6	1
Wages (Direct Prep)	35	BLS 10th-Percentile Wages*	\$33,854	0
	34	BLS Mean Wages*	\$54,498	NS
National American Community Survey Bachelor's Degree Outcomes	88	Wages (Age < 30)	\$56,892	2
	75	Wages (Age 30-60)	\$100,755	1
	12	% with Any Graduate Degree	19%	NS
	24	% with Masters	18%	NS
	11	% with Doct/Prof Degree	2%	NS
	65	% Unemp. (Age <30)**	3%	0
	73	% Unemp. (Age 30-60)**	2%	0
34	% in Direct Prep Jobs	2%	NS	

Degree Fit:

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	81	Cost Index**	126%	NS
	7	Student: Faculty Index	66%	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	65%	100%	NA
Associates	32%	0%	NA
Bachelors	3%	0%	NA
Postbaccalaureate Certificate	0%	0%	NA
Masters	0%	0%	NA
Post-masters Certificate	0%	0%	NA
Doctoral	0%	0%	NA
Unknown	0%	0%	NA

Competitive Intensity

Score: 1 Percentile: 5

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	97	Campuses with Graduates**	1	-1
	50	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes	15	Average Program Completions	1	0
	15	Median Program Completions	1	0
	21	YoY Median Prog. Compl. Change (Units)	-7	0
	10	YoY Median Prog. Compl. Change (%)	-87%	1
In-Market Saturation	0	Google Search * Cost per Click**	\$0	1
	86	Google Competition Index**	0.60	0
National Online Competition	96	National Online Institutions (Units)**	13	NS
	66	Nat'l Online % of Institutions	4%	0
	67	Nat'l Online % of Completions	4%	0

CIP Description:

A program that prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	13%
Some College	22%
Associates	33%
Bachelors	26%
Masters	6%
Doctoral	1%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-39	-1	7	13	20	25	32	49

** Color Scale in Reverse

Percentile (Reverse)	<02	02+	05+	10+	30+	60+



CIP: 15.1301 Drafting and Design Tech, Gen'l Market: NNMC 50 Total Score: 21 Percentile: 90

Student Demand
Score: 2 Percentile: 0

Category	Pctl	Criterion	Value	Score
Size	74	Google Search Volume (3 Months)*	37	0
	0	International Page Views (12 Months)	0	NS
	0	New Student Enrollment Volume (12 Mo.)	0	0
	0	On-ground Completions at In-Market Institutions	0	NS
	0	Online Completions by In-Market Students	0	NS
	0	Sum of On-ground and Online Completions	0	0
Growth	4	Google Search YoY Change (Units)*	-7	0
	96	New Student Enrollment Vol. YoY Change (Units)	0	1
	97	Completion Volume YoY Change (Units)	0	1
	25	Google Search YoY Change (%)*	-16%	0
		New Student Enrollment Vol. YoY Change (%)	NA	NS
		Completion Volume YoY Change (%)	NA	NS

Competitive Intensity
Score: 9 Percentile: 57

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	0	Campuses with Graduates**	0	8
	50	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation	0	Google Search * Cost per Click**	\$0	1
	89	Google Competition Index**	0.60	0
National Online Competition	96	National Online Institutions (Units)**	13	NS
	66	Natl Online % of Institutions	4%	0
	67	Natl Online % of Completions	4%	0

Employment*
Score: 10 Percentile: 91

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	89	Job Postings Total (12 Months)*	20	4
	74	BLS Current Employment*	16	3
	74	BLS Annual Job Openings*	1	0
Size: ACS Bach. Outcomes	0	Job Postings Total (12 Months)*	0	NS
	38	BLS Current Employment*	1	NS
Growth (Direct Prep)	34	BLS 1-Year Historical Growth*	-18.5%	0
	12	BLS 3-Year Historic Growth (CAGR)*	-34.6%	0
	7	BLS 10-Year Future Growth (CAGR)*	-0.3%	NS
Saturation (Direct Prep)		Job Postings per Graduate*	NA	NS
		BLS Job Openings per Graduate*	NA	NS
Wages (Direct Prep)	34	BLS 10th-Percentile Wages*	\$33,854	0
	33	BLS Mean Wages*	\$54,498	NS
National American Community Survey Bachelor's Degree Outcomes	88	Wages (Age < 30)	\$56,892	2
	75	Wages (Age 30-60)	\$100,755	1
	12	% with Any Graduate Degree	19%	NS
	24	% with Masters	18%	NS
	11	% with Doct/Prof Degree	2%	NS
	65	% Unemp. (Age <30)**	3%	0
	73	% Unemp. (Age 30-60)**	2%	0
	34	% in Direct Prep Jobs	2%	NS

CIP Description:

A program that prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

** Color Scale in Reverse



Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	81	Cost Index**	126%	NS
	7	Student: Faculty Index	66%	NS

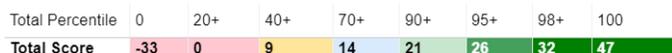
National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	65%	NA	NA
Associates	32%	NA	NA
Bachelors	3%	NA	NA
Postbaccalaureate Certificate	0%	NA	NA
Masters	0%	NA	NA
Post-masters Certificate	0%	NA	NA
Doctoral	0%	NA	NA
Unknown	0%	NA	NA

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	13%
Some College	22%
Associates	33%
Bachelors	26%
Masters	6%
Doctoral	1%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile



Community Support for the proposed program:

Growing demand for CAD/Drafting professionals can be demonstrated through many unsolicited communications that we received at the department of Engineering Technology from outside entities and potential employers. Continued discussions with them revealed that most of them want to see more emphasis on the CAD program through multiple coursework. Some of those email communications are presented in this section. Also, several members of the professional community in the region have graciously provided letter of endorsement for the proposed program. The letters are also provided here.



Ashis Nandy <ashis@nnmc.edu>

Fwd: drafter hiring

Sadia Ahmed <sadia.ahmed@nnmc.edu>
To: Ashis Nandy <ashis@nnmc.edu>

Mon, Oct 17, 2022 at 4:06 PM

Dear Dr. Nandy,
This seems to be in line with our certificate discussion. I already responded. Please communicate directly.
I will send another email to see if we can bring him in our next dept meeting or earlier.
Thank you

----- Forwarded message -----

From: **Gao, Jun** <jgao@lanl.gov>
Date: Fri, Oct 14, 2022 at 8:56 AM
Subject: drafter hiring
To: sadia.ahmed@nnmc.edu <sadia.ahmed@nnmc.edu>

Good morning, Sadia:

My name is Jun Gao. I'm the group leader at Detonator production Division at Los Alamos National Laboratory. I'm looking for a CAD drafter to support our designing effort. I heard that your department has a CAD drafting program. Can you point me to the right POC so I can initiate the discussion?

Thanks for your help!

Jun

Jun Gao Ph.D., METM

Detonator Support (DP-SUP)/Detonator Production

Los Alamos National Laboratory

Phone: 505-667-0409

Pager: 505-664-6999



--
Dr. Sadia Ahmed, Chair
Department of Engineering and Technology
Office: SERPA 105, Phone: 505-747-5016

Time is now to create tomorrow.~Anonymous



Ashis Nandy <ashis@nnmc.edu>

Fwd: Engineering Technician Employment Opportunity
[https://careers.share.state.nm.us/psp/hprdcg/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?](https://careers.share.state.nm.us/psp/hprdcg/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?Page=HRS_APP_JBPST_FL&Action=U&Siteld=1&FOCUS=Applicant&JobOpeningId=125530&PostingSeq=1)
Page=HRS_APP_JBPST_FL&Action=U&Siteld=1&FOCUS=Applicant&JobOpeningId=125530&PostingSeq=1

Sadiah Ahmed <sadia.ahmed@nnmc.edu>

Thu, Oct 13, 2022 at 8:00 AM

To: Ashis Nandy <ashis@nnmc.edu>, Steven J Cox <steve.cox@nnmc.edu>

FYI, another request.
Please feel free to respond. Thank you

----- Forwarded message -----

From: **Sanchez, Lorenzo A., NMDOT** <Lorenzo.Sanchez@dot.nm.gov>

Date: Tue, Oct 4, 2022 at 9:32 AM

Subject: Engineering Technician Employment Opportunity https://careers.share.state.nm.us/psp/hprdcg/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?Page=HRS_APP_JBPST_FL&Action=U&Siteld=1&FOCUS=Applicant&JobOpeningId=125530&PostingSeq=1To: sadia.ahmed@nnmc.edu <sadia.ahmed@nnmc.edu>

Dr. Ahmed,

I hope you can help me, but more importantly one of Northern's students.

My name is Lorenzo Sanchez. I am a supervisor with NMDOT in the Santa Fe Office.

I am seeking an interested applicant(s) for an Engineering Technician to work with us in the Department's North Region Design Bureau.

The job involves the development of Civil Engineering Road design plans.

This is an entry level position requiring minimum qualifications. (see attachment)

We will train the individual in basic AutoCADD applications involving Highway Design and groom the individual for advancement.

This is a great opportunity for an individual who needs a job, health benefits and retirement, and wants to stay in Northern New Mexico.

The entry level pay is over competitive with other PERA based entities..

I have attached the advertisement for anyone interested.

Please feel free to call me or email me if you, or anyone else, has a question.

Sincerely,

Lorenzo Sanchez

Engineering Technician Supervisor III

North Region Design

NMDOT

505-660-0005

lorenzo.sanchez@state.nm.us

--



Ashis Nandy <ashis@nnmc.edu>

Sandia National Labs Interest in Partnering with Northern New Mexico College

Anyaiabe, Terel <tanyaib@sandia.gov>

Wed, Jan 26, 2022 at 6:16 AM

To: "sadia.ahmed@nnmc.edu" <sadia.ahmed@nnmc.edu>, "ashis@nnmc.edu" <ashis@nnmc.edu>, "marvin.romero@nnmc.edu" <marvin.romero@nnmc.edu>, "ambrosia.tuero@nnmc.edu" <ambrosia.tuero@nnmc.edu>, "amy.pena@nnmc.edu" <amy.pena@nnmc.edu>
Cc: "Anyaiabe, Terel" <tanyaib@sandia.gov>

Good Morning!!

I hope all is well. I wanted to reach out and introduce myself. I am a Senior Talent Acquisition Partner at Sandia National Labs. We are an institution working in several fields for national security involving a multitude of government agencies in Albuquerque, NM. Right now, my team is looking for several folks in the mechanical and electrical engineering design fields. The type of people we need would have experience with CAD products like CREO, Altium designer, or mentor graphics to name a few.

We are currently looking to build relationships with our academic partners in the state to learn about their programs and collaborate on building a future workforce. I was told you all have a good program and I wanted to see if you or someone else at Northern NM College is the right person to speak to regarding these areas.

I do look forward to hearing from you all and hope you have a great HUMP DAY WEDNESDAY!!

Thanks!

Terel Anyaibe, Talent Acquisition Partner

Sandia National Laboratories | Talent Acquisition & HR Strategies

P.O. Box 5800 | Albuquerque, NM 87185 – MS1515

tanyaib@sandia.gov | Phone: (505) 219-7916 (work cell)/

Cell: (505) 948-9757 (personal cell)

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Ashis Nandy <ashis@nnmc.edu>

N3B contact

Sadia Ahmed <sadia.ahmed@nnmc.edu>

Tue, Oct 4, 2022 at 6:00 PM

To: Ashis Nandy <ashis@nnmc.edu>, Steven J Cox <steve.cox@nnmc.edu>

Cc: Sadia Ahmed <sadia.ahmed@nnmc.edu>

Jeff Lucero with N3B Los Alamos

wishes to recruit some of our graduates from the EMET program, who are skilled in autocad and drafting.

I think this may be a good contact for our new Drafting certificate. If you would like to contact him directly, please feel free to do so. I can set up a meeting with all of us as well.

Please let me know,

Jeff Lucero

jeffery.lucer@em-la.doe.gov

Office: (505) 257-7576

Mobile: (505) 221-8293

--

Dr. Sadia Ahmed, Chair

Department of Engineering and Technology

Office: SERPA 105, Phone: 505-747-5016

Time is now to create tomorrow.~Anonymous



Los Alamos National Laboratory
P.O. Box 1663, MS P950
Los Alamos, NM 87545
505-667-0409

Detonator Production-Support (DP-4)

Date: November 8 2022

Detonator Production Division

Ashis Nandy, Ph. D.
Department of Engineering and Technology
Northern New Mexico College
Española, NM 87532
Ph: 505-747-2249
Email: ashis@nmmc.edu

Subject: Endorsement Letter for Engineering Drawing and CAD Program Proposal

Dear Dr. Nandy:

To maintain Nation's safe, secure, and effective nuclear deterrent, Los Alamos National Laboratory (LANL) is responsible for ensuring the integrity and safety of the nation's nuclear weapons. As part of the LANL's Weapons Production Directorate, Detonator Production (DP) Division is the premier Production Agency (PA) assigned to produce War Reserve (WR) detonators for the Nation's nuclear stockpile security mission. The organization is centered on high-rigor manufacturing operations to deliver precision, safe and reliable WR detonator products. DP partners with customers and stakeholders such as National Nuclear Security Administration (NNSA), Weapon System Design Agencies (LANL, Sandia, and Livermore), and LANL program management organizations to deliver on uniquely challenging, high-consequence National security objectives. To meet our mission deliverables, DP and ALDWP have a high demand for Computer Aided Designs (CAD) to support the design, research & development to improve operations and technical excellence.

To satisfy our mission needs, LANL is actively looking for qualified early career candidates with experience and skill using CAD software to produce models, drawings, layouts, and engineering concepts. The successful candidates will collaborate with engineers and stakeholders on hardware design, design safety analysis, and supporting fabrication.

Here, we would like to establish a collaborative relationship with the Department of Engineering and Technology at Northern New Mexico College and endorse the Certificate in Engineering Drawing and Computer-Aided Design (New Program Proposal). This program can serve as the CAD candidate pipeline. According to the GPA and other characteristics, these students who graduated with a bachelor's or associate degree in the Engineering department can be candidates for early career-

level drafting/design for LANL. This proposed program will introduce the fundamental industry standards such as ASME, ASTM, AWS, and IEEE as related to the design field to the student. This program will also teach the complex calculations and simulation models in support of design safety analysis. These fundamental knowledge and concepts are required for our future candidates.

Sincerely,

Jun Gao Ph.D., METM
Group Leader ,Detonator Support (DP-4)
Detonator Production Division
Los Alamos National Laboratory
Phone: 505-667-0409
Pager: 505-664-6999

Raymond Roybal
PO Box 487
Santa Cruz, NM 87567
October 25, 2022

Professor Nandy
Associate Professor
Northern New Mexico College
Española, NM 87532

Dear Professor Nandy:

I am very excited to hear of the CAD certificate program you are proposing at Northern New Mexico College. A program such as this will be of immense value to students pursuing a degree in an engineering related field. This will give local students an edge when competing for high-paying jobs in the region such as: Bureau of Land Management; Los Alamos National Laboratory; Sandia National Laboratory; or private industry.

CAD is an integral part of the engineering and design process. It allows for a fast and accurate method of producing layouts, models and drawings for fabrication or construction. Parametric models provide the ability to easily modify designs "*on-the-fly*" for rapid modification. CAD can simulate real-world conditions, optimize fabrication processes, and define assembly sequences.

I have over 30 years of experience working in an engineering environment at LANL. I am currently working as a SolidWorks system administrator, and I support over 75 users. During my professional career I have worked with designers, engineers, physicists, technicians, machinists, welders, and part inspectors. I've also worked closely with vendors who were fabricating hardware for me. One common thread is all these folks utilized CAD tools in one way or another.

I believe the creation of a CAD curriculum at NNMC is crucial for the technical development and continued growth in our community. Many students cannot afford to attend a major university and having the ability to attend NNMC is a great alternative. I am hopeful a CAD certificate program will flourish at NNMC and I fully-endorse such a program. Please let me know if I can be of assistance.

Sincerely,

A handwritten signature in black ink that reads "Raymond Roybal". The signature is written in a cursive, flowing style.

Raymond Roybal
CAD System Administrator

October 26, 2022

Dear Dr. Nandy:

I am Aaron Lopez a retired Electromechanical Engineering Technologist from Los Alamos National Laboratory. As an engineering technologist an indispensable skill which I routinely used was the ability to evaluate, view and design CAD drawings. CAD is an invaluable tool used at all levels and disciplines of engineering. Having the ability to express and convey an engineering problem solution to a visual medium is indispensable and required in the engineering profession.

CAD is continually evolving and has become essential in the mechanical, electrical, civil and architectural fields of engineering. It behooves the student to become proficient in CAD, with respect to their field of study. Many solutions to engineering problems are dependent on the engineer's ability to resolve a legacy problem which may have been designed many years prior. Being able to adapt a new solution or design to an existing design is critical. In the field of mechanics being able to implement the tools of dimensioning and tolerancing are crucial. In the field of electrical engineering, power solutions, load calculations and component utilization are easily expressed in CAD designs.

Based on my prior education, experience, and profession, I strongly encourage the Engineering Department at Northern New Mexico College to include a CAD component in the engineering curriculum.

Thank you.

Aaron

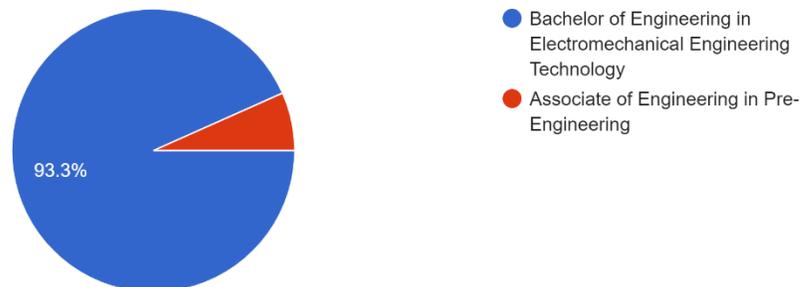
Support for the program among current students:

All current students (35 in total) in the BEng in EMET program and AEng in Pre-Engineering program were sent a google form survey to assess student need and enthusiasm for the proposed certificate program. A total of 15 students (~43%) responded to the survey. The survey results clearly indicate a very positive response from students about the program. 40% of the respondents are interested in a career in Engineering Design/CAD, and the other 60% said that they would consider that. 66.7% of the respondents are interested in pursuing the certificate program while the rest 33.3% said that they would consider it.

Snapshots from the survey results are presented below:

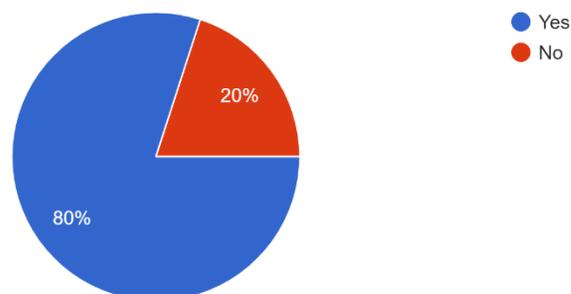
Indicate your primary major in Engineering

15 responses



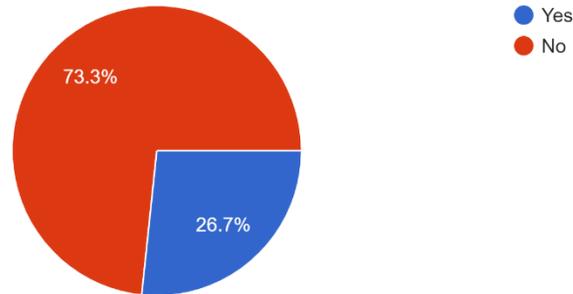
Have you taken the required Computer Aided Drafting course (DRFT 1100 or ENGR 1147 T: Drafting 100) already as part of your degree program?

15 responses



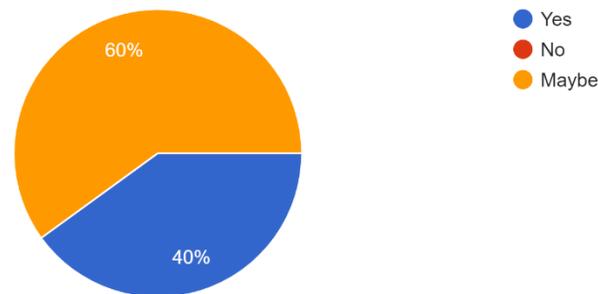
Have you taken the second CAD course as an elective that was offered in spring 2022 semester (ENGR 2247 T: Drafting II)?

15 responses



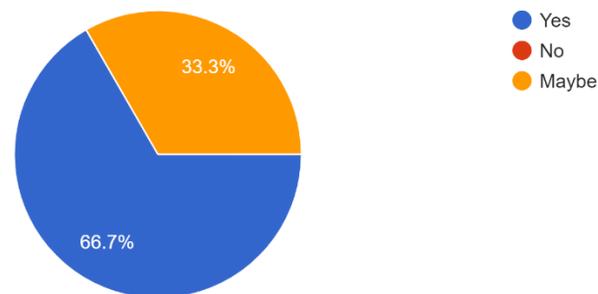
Are you interested in career in Engineering Design/Computer Aided Design/Drafting?

15 responses



If offered, would you be interested in pursuing the three-course certificate program in Computer Aided Design? Please consider the fact that the firm means you may not be taking any additional credits.

15 responses



5- Year Projected Enrollment, Cost and Revenue Analysis Certificate Program- Engineering Drawing and Comp

Assumptions:

50% of enrolled students in CAD and ENGR classes are certificate program students. Thus, the actual projected enrollment in CAD and ENGR classes are twice as many. CAD 1100, CAD 2200, and ENGR 1110L courses will be taught by full-time Engineering faculty. 30% fringe benefit is added to cost of instruction for full-time faculty regular teaching load. CAD 3300 course will be taught by full-time Engineering faculty as a course overlaid on regular teaching load. FYEX 1110, and MATH 1130/1170 will be taught by adjunct faculty (assumed Master's degree). Tuition amount (New Mexico Residents): \$211/credit hour
Lab Fee: \$78.38/course
50% of the cost of computers and software licenses are shared by certificate program.

Note: Enrollment numbers are only for stand-alone certificate program	
Course/Enrollment	CAD 1100 (Regular course load, full time faculty: Ashis Nandy)
Revenue	Tuition revenue (@ \$211/credit)
	Fees revenue (@ 78.38/course)
Cost	Full-time faculty instructional cost; 50% towards certificate program (regular teaching load=24 credit/year, Projected annual salary= \$90,109)
	Fringe benefit (assumed 30%)
Course/Enrollment	CAD 2200 (Regular course load, full time faculty: Ashis Nandy)
Revenue	Tuition revenue (@ \$211/credit)
	Fees revenue (@ 78.38/course)
Cost	Full-time faculty instructional cost; 50% towards certificate program (regular teaching load=24 credit/year, Projected annual salary= \$90,109)
	Fringe benefit (assumed 30%)
Course/Enrollment	CAD 3300 (Teaching overload, full time faculty: Ashis Nandy)
Revenue	Tuition revenue (@ \$211/credit)
	Fees revenue (@ 78.38/course)
Cost	Instructional cost (faculty overload); 50% towards certificate program (\$774/credit theory and \$1160/credit studio for PhD degree holders). Note: no pro-rating required, class size is more than 10, and less than 20
Course/Enrollment	ENGR 1110L (Regular course load, full time faculty: Steve Cox)
Revenue	Tuition revenue (@ \$211/credit)
	Fees revenue (@ 78.38/course)
Cost	Full-time faculty instructional cost; 50% towards certificate program (regular teaching load=24 credit/year, Projected annual salary= \$91,061)
	Fringe benefit (assumed 30%)
Course/Enrollment	FYEX 1110

Revenue	Tuition revenue (@ \$211/credit)
Cost	Instructional cost (adjunct faculty); 100% towards certificate program, assuming additional class section (\$718/credit for Master degree holders). Note: Pro-rated since class size is less than 10
Course/Enrollment	MATH 1170/MATH 1130
Revenue	Tuition revenue (@ \$211/credit)
Cost	Instructional cost (adjunct faculty); 100% towards certificate program, assuming additional class section (\$718/credit for Master degree holders). Note: Pro-rated since class size is less than 10
Other costs: computers and software	Cost of replacement of computers (18 total, each \$3000) every 4 years; 50% of the total cost towards the certificate program
	Software license renewal cost (20 computes), 50% of the total cost towards the certificate program
Total Revenue	Revenue from Tuition and Fees/Semester
	Total Revenue over 5 years
Total Cost	Cost/Semester
	Total cost over 5 years

Analysis Student Aided Design

...its, and the other 50% students are from EMET program

.../ as given in this table. 50% of the cost of instruction for these classes are shared by certificate program and the teaching faculty as regular course load

...ching load

...oad

...ister's degree holder)

...gram, and the other 50% by the EMET program

Year 1		Year 2		Year 3		Year 4	
Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Spring 26	Fall 26	Spring 27
6		8		8		9	
\$3,798.00		\$5,064.00		\$5,064.00		\$5,697.00	
\$470.28		\$627.04		\$627.04		\$705.42	
\$5,631.81		\$5,631.81		\$5,631.81		\$5,631.81	
\$1,689.54		\$1,689.54		\$1,689.54		\$1,689.54	
	6		8		8		9
	\$3,798.00		\$5,064.00		\$5,064.00		\$5,697.00
	\$470.28		\$627.04		\$627.04		\$705.42
	\$5,631.81		\$5,631.81		\$5,631.81		\$5,631.81
	\$1,689.54		\$1,689.54		\$1,689.54		\$1,689.54
		6		8		8	
		\$3,798.00		\$5,064.00		\$5,064.00	
		\$470.28		\$627.04		\$627.04	
		\$1,354.00		\$1,354.00		\$1,354.00	
		6		8		8	
		\$3,798.00		\$5,064.00		\$5,064.00	
		\$470.28		\$627.04		\$627.04	
		\$5,691.31		\$5,691.31		\$5,691.31	
		\$1,707.39		\$1,707.39		\$1,707.39	
6		8		8		9	

\$3,798.00		\$5,064.00		\$5,064.00		\$5,697.00	
\$1,292.40		\$1,723.20		\$1,723.20		\$1,938.60	
	6		8		8		9
	\$3,798.00		\$5,064.00		\$5,064.00		\$5,697.00
	\$1,292.40		\$1,723.20		\$1,723.20		\$1,938.60
							\$27,000.00
	\$475.00		\$475.00		\$475.00		\$475.00
\$8,066.28	\$8,066.28	\$19,291.60	\$10,755.04	\$22,137.12	\$10,755.04	\$23,481.50	\$12,099.42

\$8,613.76	\$9,088.76	\$17,797.26	\$9,519.56	\$17,797.26	\$9,519.56	\$18,012.66	\$36,734.96

Other 50% by EMET program

Year 5	
Fall 27	Spring 28
9	
\$5,697.00	
\$705.42	
\$5,631.81	
\$1,689.54	
	9
	\$5,697.00
	\$705.42
	\$5,631.81
	\$1,689.54
9	
\$5,697.00	
\$705.42	
\$1,354.00	
9	
\$5,697.00	
\$705.42	
\$5,691.31	
\$1,707.39	
9	

\$5,697.00		
\$1,938.60		
		9
	\$5,697.00	
	\$1,938.60	
	\$475.00	
\$24,904.26	\$12,099.42	
		\$151,655.96

\$18,012.66	\$9,734.96	
		\$154,831.39

Northern New Mexico College New Degree Program Approval Form

10371

Type in the designated areas. Please do not alter any element of the form.

1	Initiator:	Ellen Trabka, Chair, Nursing & Health Science	Date: 9/27/22
2	Subject area:	Allied Health	
3	Academic division:	Nursing & Health Sciences	
4	Proposed title for New Curriculum Program: Phlebotomy Technician Certificate Program		
5	To begin: AY 2023-2024	Semester: Fall 2023	Academic Year: 2023-2024
6	Degree or certificate to be offered: Certificate Phlebotomy Technician		
7	Provide the Program Catalog Description: The Phlebotomy Technician Certificate Program provides students with the specialized knowledge and skills required of an entry level phlebotomist. Students who complete the program are eligible to pursue national certification.		
8	Please provide a tentative timeline for program implementation (including a Gantt Chart) Fall 2024		

NEED

- 9 Describe and provide evidence that the program is needed by the local and regional community (including job availability data) and provide evidence that there is student demand for the program. Respond to what are opportunities, external to the College, that support the new program (e.g., employer data, demographics, numbers of prospective students, market trends for the field, etc.)? Provide the Score Cards from Gray Associates for the related CIP codes for this program in Appendix D.**

During the spring of 2020, Española Valley High School, Española School District, Northern New Mexico College, Presbyterian Española Hospital, and the Los Alamos National Laboratory Foundation expressed the desire to explore the possibility of meeting the local healthcare workforce needs by providing easier and affordable access to health care education and expanded dual credit opportunities in the healthcare field. To achieve this goal, the Espanola Valley Healthcare and Nursing Careers Pathways Program partnership was formed by the entities, and a formal needs assessment was conducted during the fall of 2020 to explore potential healthcare career pathways. Based on the information attained from the needs assessment, three options for the establishment of a health careers pathway program among the partner organizations were selected. A certificate program in phlebotomy was designated as the first healthcare career pathway to be developed. (Lopez, 2021)

The U.S. Bureau of Labor Statistics (Employment Summary 2019-29) reports that "the healthcare occupational groups in which employment is projected to grow markedly faster than average, include healthcare support occupations..." Healthcare support occupations such as medical assistants, personal care attendants, home health aides, nurse aides, and **phlebotomists** are projected by the Bureau of Labor Statistics (2019) to have a "bright outlook" status, meaning they are projected to display a "Rapid Growth" (an employment increase of 10% or more), and /or "Numerous Job Openings" (100,000 or more job openings during the time period of 2019-2026). In the next decade, the rate of job growth in health care support occupations is projected to be three times as great as the rate of job growth in the remainder of the economy (U.S. Bureau of Labor Statistics, Employment Summary 2019-2029). (Lopez, 2021)

As part of identifying local healthcare workforce needs, interviews were conducted with several local stakeholders and other individuals with relevant experience. Interviews focused on healthcare workforce needs in the community and familiarity with career pathways programs. Mr. Ricardo Briones, Laboratory Technical Supervisor at TriCore Reference Laboratories, reported continual vacancies in phlebotomy positions (Lopez, 2021).

According to the New Mexico Department of Higher Education Policy and Procedures Manual for Dual Credit (2018), "Dual Credit Programs are a starting point to pathways that lead to credentials and/or degrees that provide entry-level job skills, thereby offering New Mexico high school students an accelerated path to success in College or a career. "

As part of the need assessment, an interview was conducted with Ms. Stephanie Garduño and Ms. Evelyn

summary of the discussion:

1. There is a need for a health care careers pathways program at EVHS. According to Ms. Garduño, when students are queried about career paths in the yearly "Interest Inventory," at least 50% of students express an interest in pursuing a career in healthcare. Currently, the only dual credit courses available at NNMC are Introduction to Health Care Professions, CPR, and Medical Terminology. The lack of any additional health care career courses frustrates students, which often causes them to lose interest in pursuing additional college courses. Both Ms. Martinez and Ms. Garduño believe that a group of additional health care dual credit courses is a way to keep students interested and focused. (Lopez, 2021) In the fall semester of 2022, a cohort of twenty-nine dual credit students at Espanola Valley High School (EVHS) was recruited for the phlebotomy career pathways program and enrolled in the Introduction to Healthcare Careers course.
2. According to Grey's Associate scorecard, the student demand for Phlebotomy Technician training programs in N.M., within a 50-mile radius of NNMC and within a 100-mile radius of NNMC, are all in the 98-99th percentile. The employment market within N.M. is in the 76th percentile (104 annual job openings), 81st percentile within a 100-mile radius of NNMC (70 annual job openings), and 88th percentile within a 50-mile radius of NNMC (12 annual job openings).

Estimated salaries for Phlebotomists (U.S. Bureau of Labor Statistics, 2021, <https://www.bls.gov/oes/current/oes319097.htm>)

National estimates for Phlebotomists:

Employment estimate and mean wage estimates for Phlebotomists:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
132,750	1.4 %	\$ 18.49	\$ 38,450	0.3 %

Percentile wage estimates for Phlebotomists:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 13.94	\$ 14.63	\$ 17.97	\$ 21.68	\$ 23.31
Annual Wage (2)	\$ 28,990	\$ 30,430	\$ 37,380	\$ 45,090	\$ 48,490

The estimated salary for a Certified Phlebotomy Technician (CPT) is \$14.68 per hour in New Mexico (range of \$13.90 to \$21.90 per hour). The average annual Phlebotomist salary in New Mexico is \$30,540 as of 2021, and the range is typically between \$28,690 and \$45,550. Salary ranges can vary widely depending on location, education level, certifications, additional skills, and the number of years spent in the profession (O*Net Online, 2022, <https://www.onetonline.org/link/localwages/31-9097.00?st=NM>).

Reference

Lopez, T. (2021). Espanola Valley Healthcare and Nursing Careers Pathways Program Final Report.

- 10 Provide evidence and explain how the degree/credential proposed (bachelor vs associate vs certificate) is the correct fit for the program proposed. Provide the complete degree sheet of the program in Appendix A (Part I). Additionally, provide the Curriculum Efficiency Analysis in Appendix A (Part II).**

CPTs in New Mexico are not required to possess a certification, degree, registration, or license to practice as a phlebotomy technician. However, the National Phlebotomy Association states that all Phlebotomists require a certification. The American Society of Phlebotomy Technicians oversees the federal phlebotomy registry. Applicants for the Certification Exam must be at least 18 years of age (Lopez, 2021). The Phlebotomy Technician Certificate program will be embedded in the AAS in Allied Health and provide a stackable credential.

- 11 What are the College's strengths that would support offering the program (e.g., trained staff, facilities, adequate budget, sustainability, etc.)?**

NNMC has the following assets that could potentially be available for all health care career pathways students, including phlebotomy:

- 1) Nursing skills lab with mannequins, hospital beds, and medical equipment for student practice.
- 2) Technology-equipped classrooms with adequate desks, tables, chairs.
- 3) Library access for all students.

- 4) The former massage therapy classroom (VE 103) could be renovated as a skills lab for phlebotomy students, and the adjacent VE 105 classroom could be a dedicated allied health classroom. These two classrooms are currently not in use.
- 5) NNMC and EVHS received Carl Perkins grant funding in AY 2023 for an F.T. allied health instructor (80% funded through NNMC, 20% through EVHS), and a qualified allied health instructor was hired in the fall of 2022 to teach dual credit courses and at EVHS (29 students enrolled in the first cohort!). C.P. funding is guaranteed for 2 years.
- 6) The College received the Good Jobs Grant which contains funding for a 2nd allied health instructor starting in AY 2024.
- 7) Strong support from the Espanola Valley Healthcare and Nursing Careers Pathways Program partners.
- 8) A dedicated Project Manager employed at EVHS to support implementation of this program for dual credit students and to write grants to fund the program.

12 What are the College's weaknesses that must be overcome to offer the program?

- 1) Higher tuition costs compared to similar programs offered at a community college.
- 2) Difficulty in recruiting qualified faculty is a consistent challenge in the healthcare professions. Industry salaries are higher than academic salaries.
- 3) Competition from similar programs at the following higher education institutions:
 - Central New Mexico College
 - University of New Mexico Alamogordo
 - Santa Fe Community College
 - New Mexico State-Dona Ana
 - San Juan Community College
 - New Mexico Junior College
 - Pima Medical Institute

14 What are the threats external to the College that would need to be dealt with (e.g., demographic shifts, new regulations, new infrastructure, etc.)?

Funds will need to be secured to renovate the classroom and lab for a dedicated space for this program.

15 Describe how the program fits with College's mission, strategic goals, and strategic initiatives:

The mission, vision, and core values of the PBT Certificate Program reflect the core values of NNMC, whose commitment is to ensure student success by providing access to affordable, community-based learning opportunities that meet the education, cultural, and economic needs of the region. The PBT Certificate Program derives its mission and vision from these same concepts. Table 1 demonstrates the alignment of NNMC and the PBT Certificate Program's mission and vision.

Table 1: Alignment of NNMC and the PBT Certificate Program Mission and Vision.

Northern New Mexico College (NNMC)	NNMC Phlebotomy Technician Certificate Program
MISSION	
The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.	The mission of the NNMC Phlebotomy Technician Certification Program is to provide an affordable, quality, community-based education that prepares students with the knowledge and skills necessary for a successful career in the field of phlebotomy.
VISION	
Northern New Mexico College is a Hispanic and Native American serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning, and for developing economically strong	The NNMC Phlebotomy Technician Certificate Program will be recognized for contributing to an economically stronger community through a nationally recognized phlebotomy education program that excels in the preparation of a culturally diverse

communities among diverse populations.

group of phlebotomists who practice in a variety of communities and populations.

CURRICULUM

Program mission

The mission of the NNMC Phlebotomy Technician Certification Program is to provide an affordable, quality, community-based education that prepares students with the knowledge and skills necessary for a successful career in the field of phlebotomy.

- 16 Program vision:** The NNMC Phlebotomy Technician Certificate Program will be recognized for contributing to an economically stronger community through a nationally recognized phlebotomy education program that excels in the preparation of a culturally diverse group of phlebotomists who practice in a variety of communities and populations.

Program objectives

The purpose of the Northern New Mexico College PBT Program is to improve the opportunities for the personal and career success of culturally diverse populations by providing a quality educational program that graduates workforce-ready phlebotomy technicians.

- 17** Graduates of the PBT Certificate Program embody the values of healthcare professionals, are eligible to sit for national certification and are prepared to assume phlebotomy responsibilities under the supervision of a clinical laboratory manager. Graduates are encouraged to view completion of this program as the first step in a healthcare career pathway.

List the Program-level Student Learning Outcomes

Phlebotomy Technician Certificate Program End-of-Program Student Learning Outcomes (EPSLOs):
Upon completion of the program, the PBT student will:

- 18**
1. Describe the role of the phlebotomist in the contemporary healthcare environment.
 2. Correctly use medical terms and abbreviations in their appropriate context.
 3. Demonstrate a basic understanding of safety and infection control as it relates to the role of the phlebotomist.
 4. Demonstrate an understanding of basic anatomy and physiology
 5. Demonstrate appropriate specimen collection techniques, specimen transport, handling, and processing procedures for blood and nonblood body fluid specimens
 6. Explain quality control and quality assurance in the laboratory setting
 7. Demonstrate effective communication skills
 8. Discuss legal/ethical issues as related to the healthcare environment and patient confidentiality.

Curriculum matrix (outcomes by courses in the major). Provide this as Appendix B (Part I)

- 19** See Appendix B Part I

Describe the coordination with other College programs

- 20** The Phlebotomy Technician Certificate Program will be embedded in the AAS in Allied Health Program. See attached Appendix E Revised Allied Health Degree Plan 2023-2024

Explain the articulation agreements that the program will have with programs offered by other institutions:

- 21** None are created at this time. This will be explored once the program is implemented.

What plans is the plan for the delivery of courses modalities (e.g., distance education, face to face, hybrid, others)? Please provide an analysis of the competition that the program will have based on the selected delivery modality.

- 22** The plan is to offer the lecture courses online and the skills courses face-to-face due to the high number of contact hours required (24 hours 1st 8-weeks) if the program is offered in one semester. This will make the program competitive with a similar program at SFCC. Support courses may be offered in a face-to-face, hybrid, or online format. Dual credit courses offered at the high school may have slight modifications, with more face-to-face components, with a transition to a hybrid or online environment. Instead of offering the program in one semester, the plan is to spread out the curriculum over three semesters for dual credit students at the high school.

- 23 Describe the standards and practices that will be implemented for Prior Learning Assessment (PLA)**

within this program. If students have a current Certificate of Medical Assistant (CMA) from the American Association of Medical Assistants (AAMA), they can receive credit for PHLB 1101, 1101L, 1102, and 1102L.

Describe the membership of the External Advisory Committee and the role that they have played in the development of Curriculum and Program-Level Student Learning Outcomes.

Initial efforts to develop this curriculum were supported by the partnership between Española Valley High School, Española School District, Northern New Mexico College, Presbyterian Española Hospital, and the Los Alamos National Laboratory Foundation. A consultant was hired to develop the curriculum. A phlebotomy-specific advisory committee was formed to review and approve the curriculum. Members include:

Employers:

1. Presbyterian Hospital - Brenda Romero, Chief Hospital Executive and/or Theresa Valerio, Chief Nurse Executive
2. Christus St. Vincent – Angelo Valencia, HR Director
3. El Centro Family Health - Delmiria Sanchez
4. Indian Health Services - Michelle Rossell, HR Director, Vanessa Vicenti, Laboratory Consultant, or Dr. Cindy Matsushita, Provider
5. TriCore Reference Labs –Jillian Gonzales, Manager of Workforce Programs and/or Joan Hanff
6. Las Clinicas del Norte - Andrea Sandoval, MBA, CEO

Education:

7. NM PED Breezy Gutierrez Education Administrator
8. EPS - Jannette Lujan, EPS Nursing Director
9. NNMC – Ellen Trabka, Chair, Nursing and Health Sciences Associate Professor of Nursing
10. NNMC – Yuri Findlay, Allied Health Faculty
11. NNMC, Theresa Lopez, Curriculum Consultant

Other:

12. LANL Foundation - Tobie Baker Wright, Pathways Director
13. LANL Foundation - Alvin Warren, VP of Institutional Advancement and Scholarship

Please indicate if this program falls within the umbrella of another program currently offered (for example, if the new program is an associate degree that consists of a subset of courses already offered by one or more bachelor programs, or whether the program is the result of a combination of courses already offered by the institution through other programs). Please indicate if a new CIP code is needed or already exists under the CIP codes approved for NNMC. The certificate program includes five new phlebotomy courses that are embedded within the AAS in Allied Health program. **A new CIP code is needed.** 51.1009 Phlebotomy Tech/Phlebotomist

ASSESSMENT

Plan for program assessment and evaluation of program-level student learning outcomes. Provide this section in Appendix B (Part II)

See Appendix B Part II

SUPPORT AND SUSTAINABILITY

Describe the faculty will serve in this program and their credentials. Please describe if new faculty is needed. If no new faculty members are needed, please describe how the current faculty will serve this program and what will be the impact in the current areas that those faculty members are serving

Mr. Yuri Findlay has been hired as a F.T. temporary instructor to teach the Phlebotomy Technician Certificate Program. He is currently teaching a cohort of students at the EVHS who are interested in pursuing the Phlebotomy Technician Certificate Program. Funding for his position was obtained through the Carl Perkins Grant. Mr. Findlay has a MA in Organizational Information & Learning Sciences, and certificates in phlebotomy, medical assisting, EKG technician, and nurse aid. He was the Academic Director for the Medical Assisting and Phlebotomy Programs at SFCC from 8/2016 – 8/2021. He worked as Clinical Lab Assistant from 9/2013 – 8/2014 at TriCore Reference Labs.

Describe precisely facility needs including, but not limited to identifying the office space for full-time faculty, adjunct faculty, administrative assistants. Identify the classrooms, labs, and instrumentation that this program will be required

1) Renovated classroom and skills lab; 2) Purchase of equipment and supplies for the skills lab. 3) Clinical contracts with healthcare agencies for completion of Phlebotomy Clinical Internship.

Describe the annual budget for this program for the first five years, the projected enrollment per year, and the projected revenue. Include spreadsheets and explain clearly the assumptions. Please

provide this section in Appendix C.**Phlebotomy Five-Year Annual Budget FY23 to FY27**

Fiscal Year 2023 is a development year for the Phlebotomy program and is being supported through the Española Healthcare Careers Pathways Partnership (EHCPP). EHCPP is a partnership with Northern New Mexico College (NNMC), Española Public Schools (EPS), LANL Foundation, Presbyterian Hospital, and others. A full-time (F.T.) temporary faculty member Yuri Findlay was hired leveraging Strengthening Career and Technical Education for the 21st Century (Perkins) Act funding from both NNMC and EPS. Mr. Findlay is teaching Phlebotomy pre-requisites (Medical Terminology) and Introduction to Healthcare Careers to the adult populations and Española Valley High School dual credit students. He is also establishing a HOSA Future Healthcare Leaders student organization. Fringe benefits are calculated at 36% of the salary amount. Grant funding from Con Alma and Perkins will be used to equip an Allied Health/Phlebotomy skills lab on the NNMC campus.

Fiscal Year 2024 is the first year the full Phlebotomy curriculum/courses will be offered to both the high school and adult populations. Salaries include the F.T. faculty member with a 3% cost of living adjustment (COLA) and adjunct salaries calculated on a master's level at \$2,006 per credit hour. Fringe benefits are calculated at 36% of F.T. salary and 25% of adjuncts' salaries. Supplies include consumable costs such as needles, masks, and gloves.

Fiscal year 2025 also includes a 3% COLA for the F.T. faculty member and increased costs for adjunct faculty to teach additional phlebotomy cohorts. Fringe benefits are calculated at 36% of F.T. salary and 25% of adjuncts' salaries. Supplies include consumable costs such as needles, masks, and gloves.

Fiscal Year 2026 also includes a 3% COLA for the F.T. faculty member and increased costs for adjunct faculty to teach additional phlebotomy cohorts. Fringe benefits are calculated at 36% of F.T. salary and 25% of adjuncts' salaries. Supplies include consumable costs such as needles, masks, and gloves.

Fiscal Year 2027 also includes a 3% COLA for the F.T. faculty member and increased costs for adjunct faculty to teach additional phlebotomy cohorts. Fringe benefits are calculated at 36% of F.T. salary and 25% of adjuncts' salaries. Supplies include consumable costs such as needles, masks, and gloves.

Five-Year Budget Summary	
Year 1	
a. Personnel	\$60,800
b. Fringe Benefits	\$21,014
e. Supplies	\$45,051
Year 1 Total	\$126,865
Year 2	
a. Personnel	\$118,788
b. Fringe Benefits	\$35,959
e. Supplies	\$5,072
Year 2 Total	\$159,820
Year 3	
a. Personnel	\$144,737
b. Fringe Benefits	\$42,635
e. Supplies	\$5,072
Year 3 Total	\$192,444
Year 4	
a. Personnel	\$146,672
b. Fringe Benefits	\$43,312

e. Supplies	\$5,072
Year 4 Total	\$195,056
Year 5	
a. Personnel	\$148,665
b. Fringe Benefits	\$44,009
e. Supplies	\$5,072
Year 5 Total	\$197,747
Grand Total	\$871,933

See Appendix C for detailed information about the five-year budget.

Assumptions: See #30

Describe the plans for sustainability (including a five-year enrollment projection with revenue and cost projections) See Appendix C

Five-Year Enrollment Projection with Revenue and Cost Projections

	Enrollment	Credit Hrs.	FTE	Tuition Revenue	State Funding	Perkins Funding & Grant Sources	Total Revenue	Total Program Costs	Difference
F.Y. 23	79	18	95	\$37,980	\$3,270	\$130,000	\$171,250	\$126,865	\$44,385
FY 24	89	40	238	\$88,620	\$7,749	\$130,000	\$226,369	\$159,820	\$66,549
FY 25	93	52	321	\$88,620	\$11,719	\$130,000	\$230,339	\$192,444	\$37,895
FY 26	94	52	325	\$88,620	\$11,864	\$130,000	\$230,484	\$192,444	\$37,895
FY 27	94	52	327	\$88,620	\$11,914	\$130,000	\$230,534	\$192,444	\$37,895

30

Enrollment: Enrollment includes both dual credit and adult populations.

Tuition revenue: Tuition revenue is based on \$211 per credit hour for adult students

State Funding: State funding is based on a conservative assumption of \$150 per Full-Time Student Equivalent (FTSE). This does not include any state funding incentives for healthcare degree graduates, RPSP or any other state incentives or funding. The \$150 per FTSE was derived from page six of the linked 2021 LCF Funding Brief.

Perkins Grant Funding: Funding is based on \$65,000 per year from NNMC Perkins and \$65,000 per year from EPS Perkins funding. This program has the potential to raise funding from multiple other funding sources such as EDA Good Jobs Challenge (Regional WIN), LANL Foundation Con Alma Foundation, and Anchorum St. Vincent Foundation.

Sustainability Plan

As mentioned above, this program has the potential for multiple funding sources, including state, federal and foundation sources, to support this program.

The demand for phlebotomists in New Mexico is projected to grow by 24% in the next ten years, and this demand will support program growth. This program will apply to be eligible for financial aid, attaching the large pool of low-income area residents. In addition, this certificate can be a stackable credential within the Allied Health AAS program, retaining students who will pursue a two-year degree.

Describe the strategic enrollment plan for the program and how it is aligned with the college strategic enrollment plan

NNMC Strategic Goal Direction	Dept. of Nursing & Health Science Strategic Goal	Dept. of Nursing & Health Science Strategic Objectives (must be SMART : specific, measurable, achievable, relevant, time bound)	Alignment with NNMC Strategic Goal or Objective	Dept. of Nursing & Health Science Action Strategies
<p>1. Enrollment: Increase annual enrollment in both student headcount and student credit hour totals.</p>	<p>Increase Dual Credit opportunities for students interested in a healthcare career pathway.</p>	<p>Develop one additional dual credit course that is part of the allied health degree. Target goal: fall 2023</p>	<p>Goal 1: Increase recruitment efforts locally. Objective 1.1: Grow dual credit enrollment 35% by 2022 Objective 1.2: Increase the yield rate of students enrolling in our local high schools to an average of 30% Goal 3: Develop marketing & Communication plans that support recruitment, retention & completion.</p>	<ol style="list-style-type: none"> 1. Research curriculum options for identified courses and evaluate for alignment with allied health curriculum 2. Submit course (s) to Undergraduate Curriculum Committee for approval. 3. Develop advertisement fliers to recruit high school students and distribute via social media and NNMC recruitment staff. 4. Create and maintain effective scheduling for dual credit classes. 5. Develop connections between high school counselors and college faculty. <p>Develop strategies to target dual credit students interested in healthcare career pathways.</p>
<p>1. Enrollment: Increase annual enrollment in both student headcount and student credit hour totals.</p>	<p>Increase Dual Credit opportunities for students interested in a healthcare career pathway.</p>	<ol style="list-style-type: none"> 1. Develop additional healthcare certificate programs that are open to dual credit students: <ol style="list-style-type: none"> a. Certificate of Phlebotomy. Target goal: Fall 2023 b. Medical Assistant Certificate Program. Target goal: Fall 2024 2. Explore 1–2 	<p>Goal 1: Increase recruitment efforts locally. Objective 1.1: Grow dual credit enrollment 35% by 2022 Objective 1.2: Increase yield rate of students enrolling from our local high schools to an average of 30%</p>	<ol style="list-style-type: none"> 1. Collaborate with the project director for the Española Valley Healthcare and Nursing Careers Pathways Program. 2. Develop a Phlebotomy Certificate program. Add courses to AAS in Allied Health degree. 3. Develop Certificate of

		<p>additional dual credit courses or certificate programs that could be "tracks" or "concentrations" in the allied health degree. AY 2025</p> <ul style="list-style-type: none"> c. Certificate of Nurse Aide. d. Personal Care Assistant (course or certificate) e. EMT-B f. Pre-Medical Assistant course g. Medical coding h. Student success course for health care careers <p>Information technology</p>		<p>Medical Assistant Program.</p> <p>4. Identify potential funding sources to sustain the above programs.</p> <p>Create a designated lab space specifically for the Espanola Valley Healthcare and Nursing Careers Pathway Program. Remodel the massage therapy and health science classrooms, 1st floor of nursing building.</p>
<p>1. Enrollment: Increase annual enrollment in both student headcount and student credit hour totals.</p>	<p>Strengthen advisement processes.</p>	<p>Review and revise advisement process in the Department of Nursing & Health Sciences. Target goal. Fall 2022.</p>	<p>Goal 1: Increase recruitment efforts locally. Objective 1.1: Grow dual credit enrollment 35% by 2022 Objective 1.2: Increase yield rate of students enrolling from our local high schools to an average of 30% Objective 1.3: Increase number of non-traditional, degree seeking students (25 years and older), both new and returning students, by 30%</p>	<ul style="list-style-type: none"> 1. Answer all potential student inquiries within 72 hours of initial inquiry. 2. Document student inquiries utilizing the department recruitment tracking forms. 3. Follow-up email contacts with phone contact. 4. Offer advisement refresher training to faculty. 5. Meet with advisement staff to clarify advisement questions. 6. Meet with recruitment staff to clarify recruitment needs. 7. Meet with Dual Credit Coordinator to clarify dual credit opportunities.
<p>1. Enrollment: Increase annual enrollment in both student headcount and student credit hour totals.</p>	<p>Increase enrollment in the Allied Health Degree.</p>	<ul style="list-style-type: none"> 1. Increase total SCH completed by declared majors by 100% in 3 years (160 SCHs). 2. Increase the number of declared majors by 100% on 3 years (16 declared majors) 	<p>Goal 1: Increase recruitment efforts locally. Objective 1.2: Increase yield rate of students enrolling from our local high schools to an average of 30% Objective 1.3: Increase number of non-traditional, degree seeking</p>	<ul style="list-style-type: none"> 1. Create a program advisory sub-committee within the Department of Nursing & Health Sciences. Fall 2022 2. Encourage students who are unsuccessful in gaining admission to the

			<p>students (25 years and older), both new and returning students, by 30%</p>	<p>ADN program to consider the Allied Health Degree. Ongoing</p> <ol style="list-style-type: none"> 3. Encourage student who exit the ADN program to enroll in the Allied Health degree. Ongoing. 4. Strengthen advisement training among nursing faculty for the Allied Health degree. Fall 2022. 5. Incorporate the Certificate of Phlebotomy into the Allied Health Degree. Fall 2023 6. Provide orientation sessions for declared nursing students to be aware of the Allied Health Program. Spring 2023. 7. Reach out to declared nursing students to make them aware of the Allied Health option. AY 2023 8. Explore root causes of program graduation rate. Meet with Institutional Research to review data for 2-3 cohorts. Fall 202. 9. Develop a plan to improve graduation rates, Spring 2023 10. Explore the possibility of implementing additional short stackable credentials within the Allied Health Degree. AY 2023
<p>1. Enrollment: Increase annual enrollment in both student headcount and student credit hour totals.</p>	<p>Increase healthcare career pathway options.</p>	<ol style="list-style-type: none"> 1. Develop and implement Certificate of Phlebotomy. Target goal: Fall 2023 	<p>Goal 1: Increase recruitment efforts locally. Objective 1.1: Grow dual credit enrollment 35% by</p>	<p>Objective #1: a. Collaborate with the project director for the Española Valley Healthcare and</p>

		<p>2. Develop and implement Medical Assistant Certificate Program. Target goal: Fall 2024</p>	<p>2022 Objective 1.2: Increase yield rate of students enrolling from our local high schools to an average of 30% Objective 1.3: Increase number of non-traditional, degree seeking students (25 years and older), both new and returning students, by 30%</p>	<p>Nursing Careers Pathways Program. b. Submit Phlebotomy curriculum to undergraduate curriculum committee. Fall 2022. c. Submit NNMC New Program Approval form: Fall 2022. d. Implement curriculum spring or fall 2023. Objective #2: a. Collaborate with the project director for the Española Valley Healthcare and Nursing Careers Pathways Program. b. Submit Medical Assistant curriculum to undergraduate curriculum committee Fall 2023. c. Submit NNMC New Program Approval form fall 2023 d. Implement curriculum fall 2024.</p>
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32 Explain what external agencies (other than the Higher Education Department, the Higher Learning Commission, the U.S. Department of Education) need to approve (or must be notified) before the implementation of the program. None noted.

First Phase of Approvals			
Office of the Provost	/ / Approval to Implement / / Denial		Date
1st Review	/ / Approval Pending Additional Planning		
Justification			
External Advisory Committee Chair	/ / Yes / / No		Date
Justification			
Educational Policy Committee Chair	/ / Yes / / No		Date
Justification			

Curriculum Committee Chair	/	/ Yes	/	/ No	Date
Justification					
Faculty Senate President	/	/ Yes	/	/ No	Date
Justification					

Second Phase of Approvals					
Office of the Provost 2nd Review	/	/ Approval to Implement	/	/ Denial	Date
	/	/ Approval Pending Additional Planning			
Justification					
Librarian	/	/ Yes	/	/ No	Date
Justification					
Assessment Office	/	/ Yes	/	/ No	Date
Justification					
Registrar	/	/ Yes	/	/ No	Date
Justification					
Financial Aid	/	/ Yes	/	/ No	Date
Justification					
Distance Ed Directors	/	/ Yes	/	/ No	Date
Justification					
Facilities Director	/	/ Yes	/	/ No	Date
Justification					
Institutional Research	/	/ Yes	/	/ No	Date
Justification					
Human Resources	/	/ Yes	/	/ No	Date
Justification					
VP for Finance and Administration	/	/ Yes	/	/ No	Date
Justification					
Office of the Provost	/	/ Yes	/	/ No	Date
Justification					

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FINAL APPROVALS	
Office of the President / / Approval to Implement / / Denial / / Approval Pending Additional Planning	Date
Justification for approval or denial	
Board of Regents / / Approval / / Denial / / Approval Pending Additional Planning	Date
Justification for approval or denial	
Mandatory Meeting: Office of the Provost, HLC ALO, Registrar, Institutional Effectiveness, Financial Aid, and Initiator of the Program Proposal	Date
Feedback to Institution	

NORTHERN NEW MEXICO COLLEGE



DEGREE SHEET / 2022-2023 CATALOG		
Student name:		
Eagle ID:		
Eagle Email:		
Phone:		
<p>Certificate Phlebotomy Technician</p> <p>The Phlebotomy Technician Certificate Program provides students with the specialized knowledge and skills required of an entry level phlebotomist. Students who complete the program are eligible to pursue national certification.</p>		
PRE REQUISITE REQUIREMENTS (3 Credits)		
HLED 1510 Medical Terminology (3)		
PROGRAM REQUIREMENTS (14 credits)		
PHLB 1101 Introduction to Phlebotomy (3) <i>Pre-requisite: HLED 1510. Co-requisite: PHLEB 1101L</i>		
PHLB 1101L Phlebotomy Skills Practicum (1) <i>Pre-requisite: HLED 1510. Co-requisite PHLEB 1101</i>		
PHLB 1102 Special Practices in Phlebotomy (3) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1102L</i>		
PHLB 1102L Special Practices in Phlebotomy Skills Practicum (1) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1102</i>		
PHLB 1104L Phlebotomy Clinical Internship (2.5) <i>Pre-requisites: PHLB 1101, 1101L, 1102, 1102L</i>		
Electives (3): Choose one of the following electives:		
HSCI 1103 Introduction to Health Care Professions (3)		
NUTR 2110 Nutrition (3)		
PSYC 1110 General Psychology (3)		
PSYC 2120 Developmental Psychology (3)		
HLED 1115 American Heart Association CPR (0.5)		
TOTAL CREDITS: 17		
ADVISOR APPROVAL	DATE	

SUGGESTED SEQUENCE OF COURSES

Track 1 (Two Semesters)

Pre requisite courses:

HLED 1510 Medical Terminology (3)

First eight weeks

PHLEB 1101 Introduction to Phlebotomy (3)

PHLEB 1101L Phlebotomy Skills Practicum (1)

PHLEB 1102 Special Practices in Phlebotomy (3)

PHLEB 1102L Special Practices in Phlebotomy Skills Practicum (1)

HLED 1115 American Heart Association CPR (0.5)

Second eight weeks

PHLB 1104L Phlebotomy Clinical Internship (2.5)

Elective (3)

Track 2 (Four Semesters)

Pre requisite courses:

HLED 1510 Medical Terminology (3)

First Semester

PHLEB 1101 Introduction to Phlebotomy (3)

PHLEB 1101L Phlebotomy Skills Practicum (1)

Second Semester

PHLEB 1102 Special Practices in Phlebotomy (3)

PHLEB 1102L Special Practices in Phlebotomy Skills Practicum (1)

HLED 1115 American Heart Association CPR (0.5)

Third Semester

PHLB 1104L Phlebotomy Clinical Internship (2.5)

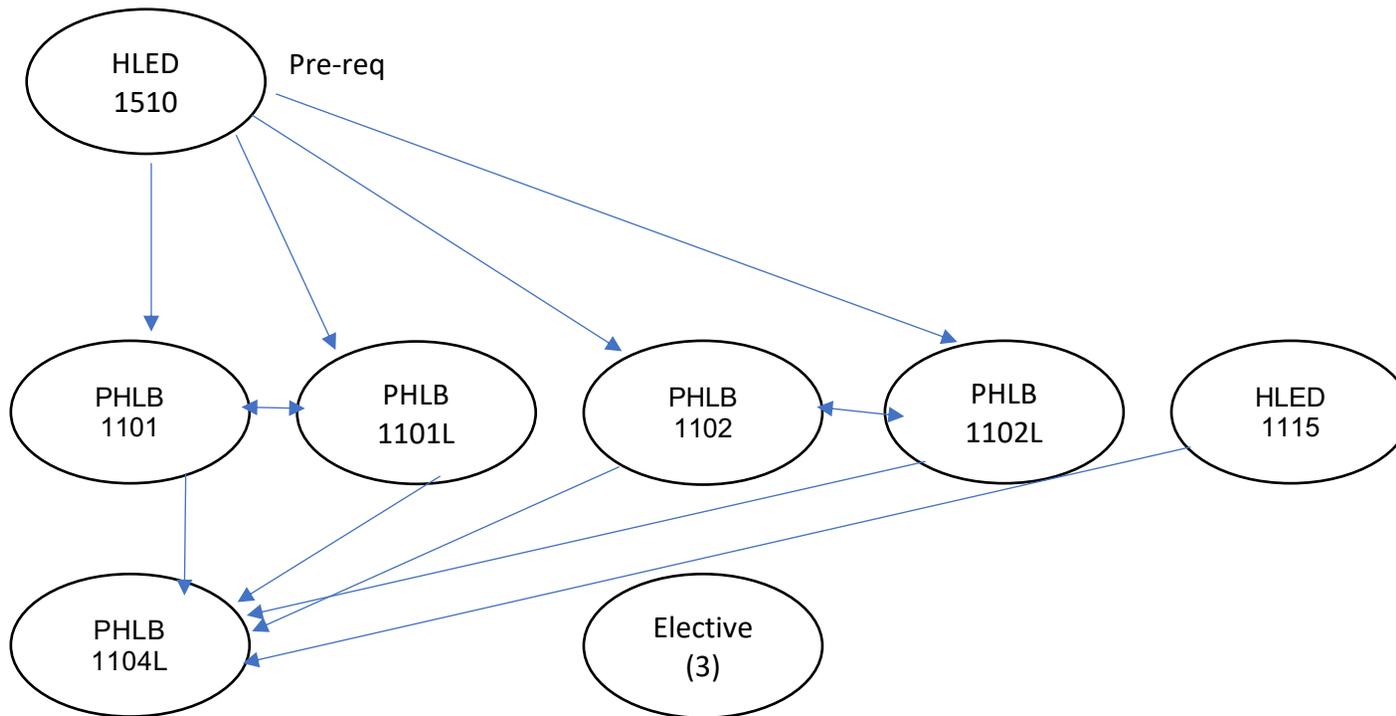
Elective (3)

EDUCATIONAL PLANNING FORM (Semester)

FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units

Curriculum Efficiency Measurement Phlebotomy Technician Certificate Program

First Step: Map your Suggested Sequence of Courses to a GRAPH:



Second Step: Identify the Pre-requisites & Co-requisites with arrows.

The *tail* starts at the pre-requisite course  the *edge* ends at the course with the pre-requisite.

See above.

Step 3:

a) Number of credits of the program (minimum number of credits to get the degree): 17

b) Number of Edges in the graph: _____9_____

c) Number of Courses: _____8_____

d) Curriculum rigidity: Number of Edges in the graph / Number of Courses = $9 / 8 = 1.125$

Note: this means that the curriculum has 0.333 (or one third) pre-requisites per course, or that for every 3 courses, there is 1 pre-requisite. The closer the number to ZERO the better.

e) Identify the maximum number of Edges coming to any single course: _____5_____

f) Identify the maximum number of Tails leaving any single course: _____4_____

g) Identify the bottleneck courses.

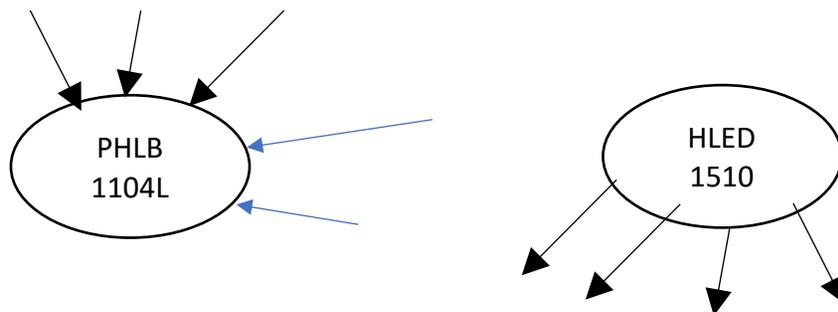
A course is a bottleneck course if any of the following happens:

*Number of Tails + Number of Edges is greater than 3 **OR***

*Number of Tails is more than 2 **OR***

Number of Edges is more than 2

Example of bottleneck courses



h) Identify the longest path (this is the longest chain of pre-requisites through curriculum): 2

i) How many longest paths do you see? 2

The longest path occurs in the sequence 1. **HLED 1510 > PHLB 1101/L > PHLB 1104L** 2. **HLED 1510 > PHLB 1102/L > PHLB 1104L**

The program is designed to be completed in 2 semesters. One semester of pre-reqs (HLED 1510-which can also be completed in 8 weeks) and then 1 semester of program courses, divided into two 8-week POTs.

Note: It is desirable to have as few longest paths as possible. It is desirable that the longest path is a shortest as possible.

Appendix

If you want to include remedial courses, then you can update the Graph and update the calculations.

**Certificate Phlebotomy Technician
Curriculum Matrix**

Phlebotomy Technician Program Outcomes	PHLB 1101 Introduction to Phlebotomy	PHLB 1101L Phlebotomy Skills Practicum	PHLB 1102 Special Practices in Phlebotomy	PHLB 1102L Special Practices in Phlebotomy Skills Practicum	PHLB 1104L Phlebotomy Clinical Internship
1. Describe the role of the phlebotomist in the contemporary healthcare environment.	X		X		
2. Correctly use medical terms and abbreviations in their appropriate context.	X		X		
3. Demonstrate a basic understanding of safety and infection control as it relates to the role of the phlebotomist.		X		X	
4. Demonstrate an understanding of basic anatomy and physiology.	X				
5. Demonstrate appropriate specimen collection techniques, specimen transport, handling, and processing procedures for blood and nonblood body fluid specimens.		X		X	X
6. Explain quality control and quality assurance in the laboratory setting.		X		X	
7. Demonstrate effective communication skills.		X		X	X
8. Discuss legal/ethical issues as related to the healthcare environment and patient confidentiality.	X				

FY23 Phlebotomy Budget and Funding Sources

Federal Category	Funding Source
a. Personnel	FY23 Perkins NNMC
a. Personnel	FY23 Perkins EVHS
b. Fringe Benefits	FY23 Perkins NNMC
b. Fringe Benefits	FY23 Perkins EVHS
e. Supplies	FY23 Next Gen
e. Supplies	FY23 Next Gen
e. Supplies	Con Alma

FY24 Phlebotomy Budget and Funding Sources

Federal Category	Funding Source
a. Personnel	FY24 Perkins NNMC
a. Personnel	FY24 Perkins EVHS
a. Personnel	NNMC funds
b. Fringe Benefits	FY24 Perkins NNMC
b. Fringe Benefits	FY24 Perkins EVHS
b. Fringe Benefits	NNMC funds
e. Supplies	NNMC funds

FY25 Phlebotomy Budget and Funding Sources

Federal Category	Funding Source
a. Personnel	FY25 Perkins NNMC
a. Personnel	FY25 Perkins EVHS
a. Personnel	NNMC funds
b. Fringe Benefits	FY25 Perkins NNMC
b. Fringe Benefits	FY25 Perkins EVHS
b. Fringe Benefits	NNMC funds
e. Supplies	NNMC Class Fees

FY26 Phlebotomy Budget and Funding Sources

Federal Category	Funding Source
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a. Personnel	FY26 Perkins NNMC
a. Personnel	FY26 Perkins EVHS
a. Personnel	NNMC funds
b. Fringe Benefits	FY26 Perkins NNMC
b. Fringe Benefits	FY26 Perkins EVHS
b. Fringe Benefits	NNMC funds
e. Supplies	NNMC Class Fees

FY27 Phlebotomy Budget and Funding Sources

Federal Category	Funding Source
a. Personnel	FY27 Perkins NNMC
a. Personnel	FY27 Perkins EVHS
a. Personnel	NNMC funds
b. Fringe Benefits	FY27 Perkins NNMC
b. Fringe Benefits	FY27 Perkins EVHS
b. Fringe Benefits	NNMC funds
e. Supplies	NNMC Class Fees

Long Description	# of Items	Total Cost
9-month faculty to teach Phlebotomy courses .80 FTE	0.80	\$48,640.00
9-month faculty to teach EVHS Allied Health/Phlebotomy dual credit courses 2.0 FTE	0.20	\$12,160.00
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$17,024.00
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$3,990.00
		\$5,072.38
Equipment to set-up Phlebotomy/Medical Assisting lab space		\$24,978.88
Non-consumable instructional supplies for Phlebotomy/Medical Assisting lab space		\$15,000.00
	FY23 Total Costs	\$126,865.26

Long Description	# of Items	Total Cost
9-month faculty to teach Phlebotomy courses .80 FTE (includes 3% COLA)	0.80	\$50,099.20
9-month faculty to teach EVHS Allied Health/Phlebotomy dual credit courses 2.0 FTE (includes 3% COLA)	0.20	\$12,524.80
Adjunct Faculty Pay based on Master's level @ \$2,006 per credit hour	28.00	\$56,164.08
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$17,534.72
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$4,383.68
Adjunct Fringe Benefits @ 25%	0.25	\$14,041.02
Phlebotomy Consumable Supplies		\$5,072.38
	FY24 Total Costs	\$159,819.88

Long Description	# of Items	Total Cost
9-month faculty to teach Phlebotomy courses .80 FTE (includes 3% COLA)	0.80	\$51,602.18
9-month faculty to teach EVHS Allied Health/Phlebotomy dual credit courses 2.0 FTE (includes 3% COLA)	0.20	\$12,900.54
Adjunct Faculty Pay based on Master's level @ \$2,006 per credit hour	40.00	\$80,234.40
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$18,060.76
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$4,515.19
Adjunct Fringe Benefits @ 25%	0.25	\$20,058.60
Phlebotomy Consumable Supplies		\$5,072.38
	FY25 Total Costs	\$192,444.05

Long Description	# of Items	Total Cost
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9-month faculty to teach Phlebotomy courses .80 FTE (includes 3% COLA)	0.80	\$53,150.24
9-month faculty to teach EVHS Allied Health/Phlebotomy dual credit courses 2.0 FTE (includes 3% COLA)	0.20	\$13,287.56
Adjunct Faculty Pay based on Master's level @ \$2,006 per credit hour	40.00	\$80,234.40
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$18,602.58
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$4,650.65
Adjunct Fringe Benefits @ 25%	0.25	\$20,058.60
Phlebotomy Consumable Supplies		\$5,072.38
	FY26 Total Costs	\$195,056.41

Long Description	# of Items	Total Cost
9-month faculty to teach Phlebotomy courses .80 FTE (includes 3% COLA)	0.80	\$54,744.75
9-month faculty to teach EVHS Allied Health/Phlebotomy dual credit courses 2.0 FTE (includes 3% COLA)	0.20	\$13,686.19
Adjunct Faculty Pay based on Master's level @ \$2,006 per credit hour	40.00	\$80,234.40
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$19,160.66
Allied Health Faculty Fringe Benefits @ 35%	0.35	\$4,790.17
Adjunct Fringe Benefits @ 25%	0.25	\$20,058.60
Phlebotomy Consumable Supplies		\$5,072.38
	FY27 Total Costs	\$197,747.14

			Enrollment	Credit Hrs.	FTE	Tuition Revenue	State Funding
FY23						\$ 211	\$ 150
	Fall 2022	EVHS	29	3	6	N/A	\$ 870
		NNMC Adult	15	6	6	\$ 18,990	\$ 900
	Spring 2023	EHVS	20	3	4	N/A	\$ 600
		NNMC Adult	15	6	6	\$ 18,990	\$ 900
		Total	79	18	95	\$ 37,980	\$ 3,270
FY24							
	Fall 2023	EVHS	35	6	14	N/A	\$ 2,100
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
	Spring 2024	EHVS	24	6	10	N/A	\$ 1,449
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
		Total	89	40	238	\$ 88,620	\$ 7,749
FY25							
	Fall 2024	EVHS	37	12	30	N/A	\$ 4,449
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
	Spring 2025	EHVS	26	12	20	N/A	\$ 3,070
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
		Total	93	52	321	\$ 88,620	\$ 11,719
FY26							
	Fall 2025	EVHS	38	12	30	N/A	\$ 4,535
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
	Spring 2026	EHVS	26	12	21	N/A	\$ 3,129
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
		Total	94	52	325	\$ 88,620	\$ 11,864
FY27							
	Fall 2026	EVHS	38	12	30	N/A	\$ 4,565
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
	Spring 2027	EHVS	26	12	21	N/A	\$ 3,150
		NNMC Adult	15	14	14	\$ 44,310	\$ 2,100
		Total	94	52	327	\$ 88,620	\$ 11,914

Perkins Funding & Grant Sources	Total Revenue	Total Program Costs	Difference	Notes	12
				\$211 per credit hour tuition & \$150 per FTE for	
				22 students enrolled by 9.21.22	
				69% Retention Rate from fall	
\$ 130,000	\$ 171,250	\$ 126,865	\$ 44,385		
				Includes 2nd Cohort of 25 students with a spring	
				69% Retention Rate from fall	
\$ 130,000	\$ 226,369	\$ 159,820	\$ 66,549		
				Include new cohort of 25 students and previous	
				69% Retention Rate from fall	
\$ 130,000	\$ 230,339	\$ 192,444	\$ 37,895		
				Includes new cohort of 25 students and previous:	
				69% Retention Rate from fall	
\$ 130,000	\$ 230,484	\$ 192,444	\$ 37,895		
				Includes new cohort of 25 students and previous:	
				69% Retention Rate from fall	
\$ 130,000	\$ 230,534	\$ 192,444	\$ 37,895		

FT Allied
Health
Faculty
Load

State Funding. - See page 6 of LFC Funding Brief <https://www.nmlegis.gov/handouts/ALFC%20062221%20>

3 to fall 50% retention rate

two cohorts with a spring to fall 50% retention rate

s two cohorts with a spring to fall 50% retention rate

s two cohorts with a spring to fall 50% retention rate

Item%201%20Hearing%20Brief%20-%20Higher%20Education%20Funding%20Formula.pdf

Row Labels	Sum of Total Cost
Year 1	
a. Personnel	\$60,800
b. Fringe Benefits	\$21,014
e. Supplies	\$45,051
Year 1 Total	\$126,865
Year 2	
a. Personnel	\$118,788
b. Fringe Benefits	\$35,959
e. Supplies	\$5,072
Year 2 Total	\$159,820
Year 3	
a. Personnel	\$144,737
b. Fringe Benefits	\$42,635
e. Supplies	\$5,072
Year 3 Total	\$192,444
Year 4	
a. Personnel	\$146,672
b. Fringe Benefits	\$43,312
e. Supplies	\$5,072
Year 4 Total	\$195,056
Year 5	
a. Personnel	\$148,665
b. Fringe Benefits	\$44,009
e. Supplies	\$5,072
Year 5 Total	\$197,747
Grand Total	\$871,933

Row Labels	Sum of Total Cost
Year 1	
Con Alma	\$15,000
FY23 Next Gen	\$30,051
FY23 Perkins EVHS	\$16,150
FY23 Perkins NNMC	\$65,664
Year 1 Total	\$126,865
Year 2	
FY24 Perkins EVHS	\$16,908
FY24 Perkins NNMC	\$67,634
NNMC funds	\$75,277
Year 2 Total	\$159,820
Year 3	
FY25 Perkins EVHS	\$17,416
FY25 Perkins NNMC	\$69,663
NNMC Class Fees	\$5,072
NNMC funds	\$100,293
Year 3 Total	\$192,444

Year 4

FY26 Perkins EVHS	\$17,938
FY26 Perkins NNMC	\$71,753
NNMC Class Fees	\$5,072
NNMC funds	\$100,293
Year 4 Total	\$195,056

Year 5

FY27 Perkins EVHS	\$18,476
FY27 Perkins NNMC	\$73,905
NNMC Class Fees	\$5,072
NNMC funds	\$100,293
Year 5 Total	\$197,747
Grand Total	\$871,933

CIP: 51.1009 Phlebotomy Tech/Phlebotomist

Market: New Mexico

Total Score: 28

Percentile: 96

Student Demand
Score: 22 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	98	Google Search Volume (3 Months)*	3,160	6
	0	International Page Views (12 Months)	0	NS
	97	New Student Enrollment Volume (12 Mo.)	4	6
	99	On-ground Completions at In-Market Institutions	252	NS
	0	Online Completions by In-Market Students	0	NS
	99	Sum of On-ground and Online Completions	252	8
Growth	0	Google Search YoY Change (Units)*	-450	-2
	98	New Student Enrollment Vol. YoY Change (Units)	2	2
	99	Completion Volume YoY Change (Units)	58	2
	27	Google Search YoY Change (%)*	-13%	0
	90	New Student Enrollment Vol. YoY Change (%)	1	0
	77	Completion Volume YoY Change (%)	30%	0

Competitive Intensity
Score: 2 Percentile: 7

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	5	-4
	97	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes	95	Average Program Completions	50	2
	93	Median Program Completions	24	2
	10	YoY Median Prog. Compl. Change (Units)	-9	0
In-Market Saturation	49	YoY Median Prog. Compl. Change (%)	-28%	0
	76	Google Search * Cost per Click**	\$6	0
National Online Competition	67	Google Competition Index**	0.45	0
	92	National Online Institutions (Units)**	4	NS
	59	Nat'l Online % of Institutions	1%	0
	0	Nat'l Online % of Completions	0	2

Employment*
Score: 4 Percentile: 76

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	92	Job Postings Total (12 Months)*	269	6
	88	BLS Current Employment*	887	5
	89	BLS Annual Job Openings*	104	1
Size: ACS Bach. Outcomes		Job Postings Total (12 Months)*	NA	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)	92	BLS 1-Year Historical Growth*	43.1%	2
	78	BLS 3-Year Historic Growth (CAGR)*	9.9%	0
	91	BLS 10-Year Future Growth (CAGR)*	1.4%	NS
Saturation (Direct Prep)	40	Job Postings per Graduate*	1.1	-2
	35	BLS Job Openings per Graduate*	0.4	-3
Wages (Direct Prep)	17	BLS 10th-Percentile Wages*	\$26,282	-5
	8	BLS Mean Wages*	\$35,022	NS
American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age < 30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

CIP Description:
A program that prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples from patients using a variety of intrusive procedures. Includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture techniques, venipuncture, venous specimen collection and handling, safety and sanitation procedures, and applicable standards and regulations.

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI	94	Cost Index**	1.74	NS
Nat'l 2 Year	83	Student: Faculty Index	1	NS

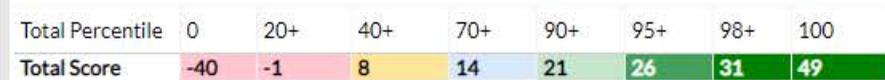
National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	100%	100%	100%
Associates	0%	0%	0%
Bachelors	0%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	27%
Some College	42%
Associates	18%
Bachelors	11%
Masters	2%
Doctoral	0%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile



**Appendix B Part II
Phlebotomy Technician Certificate
Program Assessment Plan**

Plan for program assessment and evaluation of program-level student learning outcomes

Outcomes Assessment/ Evaluation Plan:

End-of-Program Student Learning Outcome	Assessment Measurement Tool	Estimated Level of Achievement (ELA)	Results	Action
1. Describe the role of the phlebotomist in the contemporary healthcare environment.	PHLB 1101 Final Exam	80% of students will obtain a minimum cumulative exam score of 70% or greater on the final exams.		
2. Define and correctly use medical terms and abbreviations in their appropriate context.	PHLEB 1101 Quiz 4 Medical Terminology	80% of students will achieve a minimum score of 70% or greater on Quiz 4		
3. Demonstrate a basic understanding of safety and infection control as it relates to the role of the phlebotomist.	PHLB 1101L and PHLB 1102L Skills Lab Practicum Check-Off list	100% of students will meet all the infection control and safety competencies on each skills check off list		
4. Demonstrate an understanding of basic anatomy and physiology	Case Study "Body System Structures and Disorders" and "Body Systems, Disorders, Diagnostic Test, and Directional terms" (p.144)	80% of students will achieve a minimum score of 70% on the case study assignment		
End-of-Program Student Learning Outcome	Assessment Measurement Tool	Estimated Level of Achievement (ELA)	Results	Action
5. Demonstrate appropriate specimen collection techniques. specimen transport, handling, and processing procedures for blood and nonblood body fluid specimens	Phlebotomy 1101L and PHLEB 1102L Skills Lab Practicum Check-Off lists	80 % of students will meet all the venipuncture, capillary and non-blood specimen collection, handling, transport and processing competencies on		

		each skills check off list		
6. Explain quality control and quality assurance in the laboratory setting	Phlebotomy 1101L and PHLEB 1102L Phlebotomy Skills Lab Practicum Check-Off list	80% of students will meet all the quality control and quality assurance competencies on each skills check off list		
7. Demonstrate effective communication skills	Phlebotomy 1101L and PHLEB 1102L Phlebotomy Skills Lab Practicum Check-Off list	80% of students will meet the all the standards of behavior and communication competencies on each skills check off list		
8. Discuss legal/ethical issues as related to the healthcare environment and patient confidentiality	Case Study "Scope of Duty" and "Quality Assurance in the E.D." (p.58)	80% of students will achieve a minimum score of 70% or greater on the case study assignment		

Student Demand

Score: 10 Percentile: 98

Category	Pctl	Criterion	Value	Score
Size	98	Google Search Volume (3 Months)*	363	6
	0	International Page Views (12 Months)	0	NS
	50	New Student Enrollment Volume (12 Mo.)	4	0
	99	On-ground Completions at In-Market Institutions	23	NS
	0	Online Completions by In-Market Students	0	NS
Growth	99	Sum of On-ground and Online Completions	23	8
	0	Google Search YoY Change (Units)*	-52	-2
	50	New Student Enrollment Vol. YoY Change (Units)	4	0
	0	Completion Volume YoY Change (Units)	-9	-2
	27	Google Search YoY Change (%)*	-13%	0
	43	New Student Enrollment Vol. YoY Change (%)	NA	NS
	43	Completion Volume YoY Change (%)	-28%	0

Competitive Intensity

Score: 3 Percentile: 4

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	1	-4
	50	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes	94	Average Program Completions	23	2
	95	Median Program Completions	23	2
	7	YoY Median Prog. Compl. Change (Units)	-9	1
	54	YoY Median Prog. Compl. Change (%)	-28%	0
In-Market Saturation	76	Google Search * Cost per Click**	\$6	0
	67	Google Competition Index**	0.45	0
National Online Competition	92	National Online Institutions (Units)**	4	NS
	59	Nat'l Online % of Institutions	1%	0
	0	Nat'l Online % of Completions	0	2

Employment*

Score: 9 Percentile: 88

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	86	Job Postings Total (12 Months)*	13	4
	88	BLS Current Employment*	98	5
	91	BLS Annual Job Openings*	12	2
Size: ACS Bach. Outcomes		Job Postings Total (12 Months)*	NA	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)	83	BLS 1-Year Historical Growth*	17.0%	1
	97	BLS 3-Year Historic Growth (CAGR)*	95.9%	2
	87	BLS 10-Year Future Growth (CAGR)*	1.5%	NS
Saturation (Direct Prep)	33	Job Postings per Graduate*	0.6	-2
	39	BLS Job Openings per Graduate*	0.5	-3
Wages (Direct Prep)	21	BLS 10th-Percentile Wages*	\$27,908	0
	10	BLS Mean Wages*	\$36,716	NS
American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

CIP Description:

A program that prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples from patients using a variety of intrusive procedures. Includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture techniques, venipuncture, venous specimen collection and handling, safety and sanitation procedures, and applicable standards and regulations.

Degree Fit:

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	94	Cost Index**	1.74	NS
	83	Student: Faculty Index	1	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	100%	100%	100%
Associates	0%	0%	0%
Bachelors	0%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	27%
Some College	42%
Associates	18%
Bachelors	11%
Masters	2%
Doctoral	0%

- * - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- ** - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile

** Color Scale in Reverse

Percentile (Reverse) <02 02+ 05+ 10+ 30+ 60+

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-36	-1	7	13	20	25	30	46

CIP: 51.1009 Phlebotomy Tech/Phlebotomist

Market: NMMC 100

Total Score: 27

Percentile: 95

Student Demand

Score: 20 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size	98	Google Search Volume (3 Months)*	1,773	6
	0	International Page Views (12 Months)	0	NS
	98	New Student Enrollment Volume (12 Mo.)	4	8
	99	On-ground Completions at In-Market Institutions	128	NS
	0	Online Completions by In-Market Students	0	NS
	99	Sum of On-ground and Online Completions	128	8
Growth	0	Google Search YoY Change (Units)*	-252	-2
	99	New Student Enrollment Vol. YoY Change (Units)	2	2
	0	Completion Volume YoY Change (Units)	-19	-2
	27	Google Search YoY Change (%)*	-13%	0
	93	New Student Enrollment Vol. YoY Change (%)	1	0
	49	Completion Volume YoY Change (%)	-13%	0

Competitive Intensity

Score: 1 Percentile: 5

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	3	-4
	50	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes	92	Average Program Completions	43	2
	86	Median Program Completions	23	1
	14	YoY Median Prog. Compl. Change (Units)	-9	0
	46	YoY Median Prog. Compl. Change (%)	-28%	0
In-Market Saturation	77	Google Search * Cost per Click**	\$6	0
	65	Google Competition Index**	0.45	0
National Online Competition	92	National Online Institutions (Units)**	4	NS
	59	Nat'l Online % of Institutions	1%	0
	0	Nat'l Online % of Completions	0	2

Employment*

Score: 6 Percentile: 81

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	91	Job Postings Total (12 Months)*	140	6
	89	BLS Current Employment*	593	5
	90	BLS Annual Job Openings*	70	2
Size: ACS Bach. Outcomes		Job Postings Total (12 Months)*	NA	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)	95	BLS 1-Year Historical Growth*	42.4%	2
	87	BLS 3-Year Historic Growth (CAGR)*	13.2%	1
	91	BLS 10-Year Future Growth (CAGR)*	1.4%	NS
Saturation (Direct Prep)	38	Job Postings per Graduate*	1.1	-2
	37	BLS Job Openings per Graduate*	0.5	-3
Wages (Direct Prep)	19	BLS 10th-Percentile Wages*	\$27,454	-5
	9	BLS Mean Wages*	\$35,703	NS
American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

CIP Description:

A program that prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples from patients using a variety of intrusive procedures. Includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture techniques, venipuncture, venous specimen collection and handling, safety and sanitation procedures, and applicable standards and regulations.

Degree Fit:

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	94	Cost Index**	1.74	NS
	83	Student: Faculty Index	1	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	100%	100%	100%
Associates	0%	0%	0%
Bachelors	0%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	27%
Some College	42%
Associates	18%
Bachelors	11%
Masters	2%
Doctoral	0%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
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Total Score	-40	0	8	14	21	27	33	45
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** Color Scale in Reverse

Percentile (Reverse)	<02	02+	05+	10+	30+	60+
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NORTHERN NEW MEXICO COLLEGE



10371DEGREE SHEET / 2023-2024 CATALOG		
Student name:		
Eagle ID:		
Eagle Email:		
Phone:		
<p>ASSOCIATE OF APPLIED SCIENCE ALLIED HEALTH</p> <p>This program provides basic courses designed for maximum transfer to satisfy the requirements for pre-professional allied health programs at four-year institutions, as well as entry-level employment in the health care field for those who choose a career in the area of Nurse Aide and Phlebotomy.</p>		
GENERAL EDUCATION REQUIREMENTS (15 Credits)	SEMESTER	GRADE
AREA I: COMMUNICATIONS (6 Credits)		
ENGL 1110 Composition I (3) <i>Pre-requisite: ENG 109 or adequate score on the Course Placement Evaluation</i>		
<i>Choose one of the following courses:</i>		
ENGL 1120 Composition II (3) <i>Pre-requisite: ENG 1110</i>		
ENGL 1210 Technical Communications (3) <i>Pre-requisite: ENG 1110</i>		
COMM 1130 Public Speaking (3) <i>Pre-requisite: ENG 109</i>		
AREA II: MATHEMATICS (3 Credits)		
<i>Choose one math course:</i>		
MATH 1130 Survey of Mathematics (3) <i>Pre-requisite: MATH 100 or 100NL</i>		
MATH 1350 Introduction to Statistics (3) <i>Pre-requisite: MATH 1215</i>		
MATH 1220 College Algebra (3) <i>Pre-requisite: MATH 1215</i>		
AREA V: HUMANITIES (3 Credits) <i>Pre-requisite: ENG 109 or adequate score on the Course Placement Evaluation. You must select one Area V course.</i>		

AREA VI: FINE ARTS (3 Credits) You must select one area VI course		
PROGRAM REQUIREMENTS (45 Credits)		
BIOL 2210/L Human Anatomy & Physiology I with lab (4) <i>Pre-requisite: None</i>		
BIOL 2225/L Human Anatomy & Physiology II with lab (4) <i>Pre-requisite: BIOL 2210/L</i>		
PSYC 1110 General Psychology (3) <i>Pre-requisite: ENG 109N or adequate score on the Course Placement Evaluation</i>		
PSYC 2120 Developmental Psychology (3) <i>Pre-requisite: ENG 109 or adequate score on the Course Placement Evaluation</i>		
SOCI 1110 Introduction to Sociology (3) <i>Pre-requisite: ENG 109N or adequate score on the Course Placement Evaluation</i>		
BCIS 1120 Computer Literacy (3) <i>Pre-requisite: None</i>		
HSCI 1103 Introduction to Health Care Professions (3) <i>Pre-requisite: None</i>		
HLED 1510 Medical Terminology (3)		
NUTR 2110 Nutrition (3) <i>Pre-requisite: BIOL 1110/L or CHEM 1120/L</i>		
NURS 1100/L Nurse Aide with Lab (5.5) <i>Pre-requisite: ENG 108N and PD 108N</i>		
PHLB 1101 Introduction to Phlebotomy (3) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1101L</i>		
PHLB 1101L Phlebotomy Skills Practicum (1) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1101</i>		
PHLB 1102 Special Practices in Phlebotomy (3) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1102L</i>		
PHLB 1102L Special Practices in Phlebotomy Skills Practicum (1) <i>Pre-requisite: HLED 1510. Co-requisite: PHLB 1102</i>		
PHLB 1104L Phlebotomy Clinical Internship (2.5) <i>Pre-requisite: PHLB 1101, 1101L, 1102, 1102L</i>		
SPAN Elective (3) <i>Pre-requisite: None</i>		
Electives: HSCI or Laboratory Science Electives (6)		
40		
TOTAL CREDITS: 60		
ADVISOR APPROVAL	DATE	

SUGGESTED SEQUENCE OF COURSES

Year One

FALL SEMESTER (15 Credits)

ENGL 1110 (3)
MATH Elective (3)
BCIS 1102 (3)
PSYC 1110 (3)
HSCI 1125 (3)

SPRING SEMESTER (16 Credits)

Communication Elective (3)
PSYC 2120 (3)
SOC 1110 (3)
HSCI 1103 (3)
HSCI or Lab Science Elective (4)

Year Two

FALL SEMESTER (16.5 Credits)

BIOL 2210/L (4)
NURS 1100/L (5.5)
Humanities Elective (3)
HSCI or Lab Science Elective (4)

SPRING SEMESTER (13 Credits)

BIOL 2225/L (4)
HSCI 2110 (3)
Fine Arts Elective (3)
SPAN elective (3)

EDUCATIONAL PLANNING FORM (Semester)

Revised 09/13/21

FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units
FALL SEMESTER	SPRING SEMESTER	SUMMER
Total Units	Total Units	Total Units

NORTHERN New Mexico College



DATE: January 19, 2022
TO: Office of the Provost, Dr. Ivan Lopez
FROM: Department of Arts & Human Sciences (AHS)
SUBJECT: Consolidation of Associate of Arts Programs

Dear Dr. Ivan Lopez,

The Department of Arts & Human Sciences (AHS) voted in fall 2022 to consolidate all of our current Associate of Arts (AA) programs in General Psychology, Criminal Justice, Substance Abuse Counselor, and Film & Digital Media Arts into a new AA program in Integrated Studies (AAIS).

The AAIS will provide students with an interdisciplinary education in both the arts and the human sciences. Students in this program will take courses in art, photography, film, as well as psychology, criminal justice, and humanities. AAIS will also empower students with critical thinking skills in more than one subject area and, as such, will prepare them for the Bachelor of Arts in Integrated Studies (BAIS) program.

By offering the AAIS program alongside our BAIS program, we will become more efficient as a department in terms of our course offerings, teaching, and advising. But it will allow us be more focused on two main programs (as opposed to five excluding our Certificate program in sUAS Tech), which, in terms of accreditation, is a plus since it improves our faculty to program ratio.

Sincerely,

Dr. Robert K. Beshara
Chair of Arts and Human Sciences
Northern New Mexico College

Office of the Vice President for Finance & Administration

NORTHERN New Mexico College

MEMORANDUM

To: Board of Regents
Northern New Mexico College

From: Vince Lithgow, MBA, CGFM
Vice President for Finance & Administration

Date: February 1, 2022

Re: Fiscal Watch Report

Issue

On a monthly basis, Northern New Mexico College (NNMC) provides an institutional financial report for Board of Regent (BOR) review and approval.

Overview

The NNMC Business Office, on a monthly basis, prepares a Fiscal Watch Report for review and discussion at the monthly Audit, Finance and Facilities Committee (AF&F) meeting. The financial report provides an overview of the institution's financial condition for all unrestricted and restricted operational funds and grants throughout the College.

The fiscal watch reports are presented in the format prescribed by the New Mexico Higher Education Department (NMHED) with titles are located at the top of the page. An additional fiscal watch report is included to provide an updated budget status report for all Budget Adjustment Requests processed through the time of the monthly AF&F meeting.

In addition, the BOR is also provided individual reports for the following financial areas summarized in the monthly institution-wide fiscal watch report:

- Unrestricted funds (11)
- Auxiliary Programs (12)
- Institutional Grants (41)
- Student Aid (42)
- Plant Funds (91)
- Capital Projects (92)

Although the NMHED requires all higher education institutions to submit fiscal watch reports on a quarterly basis, NNMC produces fiscal watch reports on a monthly basis to insure that the BOR is regularly informed about the current financial condition of the institution.

Recommendation

Staff recommends that the Board of Regents approve the Fiscal Watch Report for the periods ending July 31, 2022, August 31, 2022, September 30, 2022 and October 31, 2022.

Northern New Mexico College

Statement of Net Position

(Unaudited and Unadjusted)

July 31, 2022

Assets	
Current Assets:	
Cash and Cash Equivalents	6,368,534
Short-Term Investments	-
AR - Student	119,309
AR - Other than student	99,694
Inventories	80,336
Prepaid Expenses	15,079
Loans Receivable, net	265,042
Total Current Assets	6,947,994
Non-Current Assets	
Restricted Cash and Cash Equivalents	-
Restricted Short Term Investments	-
Investments Held by Others	-
Other Long-Term Investments	-
Prepaid Expenses	-
Capital Assets, net	35,349,463
Total Non-Current Assets	35,349,463
Total Assets	42,297,457
Deferred Outflows of Resources	
Pension Related (6/30/21 balances)	29,819,379
Total Deferred Outflows of Resources	29,819,379
Liabilities	
Current Liabilities	
Accounts Payable	180,271
Other Accrued Liabilities	59,271
Deferred Income	613,855
LT Liabilities - Current Portion	-
Total Current Liabilities	853,397
Non-Current Liabilities	
Accrued Interest Payable	-
Accrued Benefit Reserves	-
Other LT Liabilities	117,805
OPED Liability	7,972,467
Net Pension Liability	1,528,611
Total Non-Current Liabilities	9,618,883
Total Liabilities	10,472,280
Deferred Inflows of Resources	
Pension Related (6/30/21 balances)	3,316,510
Total Deferred Inflows of Resources	3,316,510
Net Position	
Invested in Capital Assets, net of Related Debt	35,349,463
Restricted for:	
Nonexpendable:	
Endowments	-
Expendable:	
General Activities	(1,161)
Federal Student Loans	-
Term Endowments	-
Capital Projects	-
Debt Service	-
Related Entity Activities	(104,267)
Unrestricted	
Unrestricted without NFP	(89,159)
Net Fiduciary Position	-
Total Unrestricted (includes 6/30/20 NFP)	(89,159)
Total Net Position	35,154,877

Northern New Mexico College
Summary of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year 2022

Operating Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of July 31, 2022	Percentage Earned/Spent
REVENUES				
Tuition & Misc Fees	\$ 4,075,990	\$ 4,075,990	\$ 4,437	0.1%
Federal Appropriations		-	-	-
State Appropriations	14,217,800	14,217,800	1,116,692	7.9%
Local Appropriations	3,009,846	3,009,846	-	0.0%
Gifts, Grants & Contracts	14,222,367	14,497,367	331,533	2.3%
Endowment/Land & Perm Inc	222,957	222,957	18,188	8.2%
Sales & Services	377,731	377,731	3,787	1.0%
Other	53,146	53,146	105,897	199.3%
Total Revenue	36,179,838	36,454,838	1,580,535	4.3%
BEGINNING BALANCE	9,775,037	9,775,037	9,775,037	100.00%
TOTAL AVAILABLE	45,954,875	46,229,875	11,355,572	24.6%
EXPENDITURES				
Instruction & General	27,277,524	27,552,524	1,247,134	4.5%
Student Social & Cultural	116,232	116,232	5,130	4.4%
Research	195,522	195,522	12,120	6.2%
Public Service	815,243	815,243	27,400	3.4%
Internal Services	1,724,589	1,724,589	143,716	8.3%
Student Aid	4,929,012	4,929,012	15,554	0.3%
Auxiliary Enterprises	547,400	547,400	14,279	2.6%
Intercollegiate Athletics	576,101	576,101	26,254	4.6%
Independent Operations (NMDA)	-	-	-	-
Total Expenditures	36,181,623	36,456,623	1,491,587	4.1%
NET TRANSFERS OUT / (IN)	182,422	182,422	4,211	2.3%
TOTAL EXPENDITURES & TRANSFERS	36,364,045	36,639,045	1,495,799	4.1%
ENDING FUND BALANCE	\$ 9,590,830	\$ 9,590,830	\$ 9,859,773	

Plant Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of July 31, 2022	Percentage Earned/Spent
REVENUES AND TRANSFERS				
Required Student Fees				
Bond Proceeds				
Gifts, Grants and Contracts				
Interest Income				
State Appropriation	\$ 7,376,979	\$ 7,376,979	\$ -	0.0%
Debt Service Transfers				
Other				
Total Revenues and Transfers	7,376,979	7,376,979	-	0.0%
BEGINNING BALANCE	-	-	-	
TOTAL AVAILABLE	7,376,979	7,376,979	-	0.0%
EXPENDITURES				
Capital Projects	6,306,864	6,306,864	-	0.0%
Building Renewal	1,070,115	1,070,115	-	0.0%
Internal Service Renewal/Replacement				
Auxiliary Renewal/Replacement				
Debt Retirement				
Total Expenditures	7,376,979	7,376,979	-	0.0%
NET TRANSFERS OUT / (IN)	(182,422)	(182,422)	(4,211)	2.3%
TOTAL EXPENDITURES & TRANSFERS	7,194,557	7,194,557	(4,211)	-0.1%
ENDING FUND BALANCE	\$ 182,422	\$ 182,422	\$ 4,211	2.3%

Northern New Mexico College
Comparison of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year's 2022 and 2021

Operating Funds	FY 2023 Actuals as of July 31, 2022	FY 2022 Actuals as of July 31, 2021	Percentage Increase (Decrease)
REVENUES			
Tuition & Misc Fees	\$ 4,437	\$ (171,742)	-102.6%
Federal Appropriations	-	-	
State Appropriations	1,116,692	945,033	18.2%
Local Appropriations	-	18,727	-100.0%
Gifts, Grants & Contracts	331,533	210,128	57.8%
Endowment/Land & Perm Inc	18,188	12,981	40.1%
Sales & Services	3,787	56,183	-93.3%
Other	105,897	64,288	64.7%
Total Revenue	1,580,535	1,135,598	39.2%
BEGINNING BALANCE	9,775,037	1,791,221	445.7%
TOTAL AVAILABLE	11,355,572	2,926,819	288.0%
EXPENDITURES			
Instruction & General	1,247,134	991,146	25.8%
Student Social & Cultural	5,130	796	544.5%
Research	12,120	6,270	93.3%
Public Service	27,400	20,833	31.5%
Internal Services	143,716	73,381	95.8%
Student Aid	15,554	8,459	83.9%
Auxiliary Enterprises	14,279	18,503	-22.8%
Intercollegiate Athletics	26,254	49,564	-47.0%
Independent Operations (NMDA)	-	-	
Total Expenditures	1,491,587	1,168,952	27.6%
NET TRANSFERS OUT / (IN)	4,211	2,917	44.4%
TOTAL EXPENDITURES & TRANSFERS	1,495,799	1,171,869	27.6%
ENDING FUND BALANCE	\$ 9,859,773	\$ 1,754,950	461.8%

Plant Funds	FY 2023 Actuals as of July 31, 2022	FY 2022 Actuals as of July 31, 2021	Percentage Increase (Decrease)
REVENUES AND TRANSFERS			
Required Student Fees	\$ -	\$ -	0.0%
Bond Proceeds	-	-	0.0%
Gifts, Grants and Contracts	-	-	0.0%
Interest Income	-	-	0.0%
State Appropriation	-	-	
Debt Service Transfers	-	-	0.0%
Other	-	-	0.0%
Total Revenues and Transfers	-	-	
BEGINNING BALANCE	-	-	
TOTAL AVAILABLE	-	-	
EXPENDITURES			
Capital Projects	-	-	
Building Renewal	-	-	
Internal Service Renewal/Replacement	-	-	0.0%
Auxiliary Renewal/Replacement	-	-	0.0%
Debt Retirement	-	-	0.0%
Total Expenditures	-	-	
NET TRANSFERS OUT / (IN)	(4,211)	(2,917)	44.4%
TOTAL EXPENDITURES AND TRANSFERS	(4,211)	(2,917)	44.4%
ENDING FUND BALANCE	\$ 4,211	\$ 2,917	44.4%

Some revenues are reported on a seasonal basis or by semester and therefore may affect the Increase/(Decrease) to Fund Balance

Northern New Mexico College

Statement of Cash Flows

(Unaudited and Unadjusted)

July 31, 2022

Cash Flows from Operating Activities	
Receipts from student tuition and fees	\$ 4,437
Receipts from grants and contracts	331,533
Other receipts	-
Payments to or on behalf of employees	(1,154,833)
Payment to suppliers for goods and services	(3,816,651)
Receipts from Sales and Services	3,787
Payments for scholarships	(15,554)
Other Operating Revenue	105,897
Net cash (used) by operating activities	<u>(4,541,384)</u>
Cash Flows from Non-Capital Financing Activities	
State Appropriations	1,116,692
Mill Levy Distributions	-
Gifts for other than Capital Purposes	-
Private Gifts for Endowment	-
Other Non-operating Expense	-
Net Cash provided (used) for non-capital financing activities	<u>1,116,692</u>
Cash Flows from Capital and Related Financing Activities	
Proceeds from Capital Debt	-
Capital Gifts, Grants and contracts	-
Purchase/Construction/Renovation of Capital Assets	-
Principal Received/Paid on Capital Debt and Leases	-
Interest and Fees Paid on Capital Debt and Leases	-
Building Fees Received from Students	-
Net Cash provided (used) for capital financing activities	<u>-</u>
Cash Flows from Investing Activities	
Investment Earnings	18,188
Net Cash provided by Investing Activities	<u>18,188</u>
Increase (Decrease) in Cash and Cash Equivalents	(3,406,503)
Cash and Cash Equivalents- beginning of year	9,775,037
Cash and Cash Equivalents- end of reporting period	<u>\$ 6,368,534</u>

Northern New Mexico College

Statement of Net Position

(Unaudited and Unadjusted)

August 31, 2022

Assets

Current Assets:

Cash and Cash Equivalents	8,365,808
Short-Term Investments	-
AR - Student	2,211,973
AR - Other than student	97,607
Inventories	80,336
Prepaid Expenses	15,079
Loans Receivable, net	932,831

Total Current Assets	11,703,635
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Non-Current Assets

Restricted Cash and Cash Equivalents	-
Restricted Short Term Investments	-
Investments Held by Others	-
Other Long-Term Investments	-
Prepaid Expenses	-
Capital Assets, net	35,349,463

Total Non-Current Assets	35,349,463
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Total Assets	47,053,098
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Deferred Outflows of Resources

Pension Related (6/30/21 balances)	29,819,379
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Total Deferred Outflows of Resources	29,819,379
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Liabilities

Current Liabilities

Accounts Payable	170,314
Other Accrued Liabilities	60,724
Deferred Income	621,316
LT Liabilities - Current Portion	-

Total Current Liabilities	852,353
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Non-Current Liabilities

Accrued Interest Payable	-
Accrued Benefit Reserves	-
Other LT Liabilities	117,805
OPED Liability	7,972,467
Net Pension Liability	1,528,611

Total Non-Current Liabilities	9,618,883
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Total Liabilities	10,471,236
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Deferred Inflows of Resources

Pension Related (6/30/21 balances)	3,316,510
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Total Deferred Inflows of Resources	3,316,510
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Net Position

Invested in Capital Assets, net of Related Debt	35,349,463
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Restricted for:

Nonexpendable:

Endowments	-
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Expendable:

General Activities	64,575
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Federal Student Loans	-
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Term Endowments	-
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Capital Projects	-
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Debt Service	-
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Related Entity Activities	(144,829)
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Unrestricted

Unrestricted without NFP	2,919,430
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Net Fiduciary Position	-
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Total Unrestricted (includes 6/30/20 NFP)	2,919,430
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Total Net Position	38,188,639
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Northern New Mexico College
Summary of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year 2022

Operating Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of August 31, 2022	Percentage Earned/Spent
REVENUES				
Tuition & Misc Fees	\$ 4,075,990	\$ 4,075,990	\$ 2,263,971	55.5%
Federal Appropriations		-	-	-
State Appropriations	14,217,800	14,217,800	2,133,384	15.0%
Local Appropriations	3,009,846	3,009,846	60,034	2.0%
Gifts, Grants & Contracts	14,222,367	14,497,367	716,917	4.9%
Endowment/Land & Perm Inc	222,957	222,957	32,222	14.5%
Sales & Services	377,731	377,731	32,995	8.7%
Other	53,146	53,146	106,375	200.2%
Total Revenue	36,179,838	36,454,838	5,345,897	14.7%
BEGINNING BALANCE	9,775,037	9,775,037	9,775,037	100.00%
TOTAL AVAILABLE	45,954,875	46,229,875	15,120,934	32.7%
EXPENDITURES				
Instruction & General	27,277,524	27,552,524	2,597,140	9.4%
Student Social & Cultural	116,232	116,232	10,880	9.4%
Research	195,522	195,522	8,169	4.2%
Public Service	815,243	815,243	56,107	6.9%
Internal Services	1,724,589	1,724,589	287,431	16.7%
Student Aid	4,929,012	4,929,012	26,138	0.5%
Auxiliary Enterprises	547,400	547,400	33,366	6.1%
Intercollegiate Athletics	576,101	576,101	56,227	9.8%
Independent Operations (NMDA)	-	-	-	-
Total Expenditures	36,181,623	36,456,623	3,075,458	8.4%
NET TRANSFERS OUT / (IN)	182,422	182,422	22,018	12.1%
TOTAL EXPENDITURES & TRANSFERS	36,364,045	36,639,045	3,097,477	8.5%
ENDING FUND BALANCE	\$ 9,590,830	\$ 9,590,830	\$ 12,023,457	

Plant Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of August 31, 2022	Percentage Earned/Spent
REVENUES AND TRANSFERS				
Required Student Fees				
Bond Proceeds				
Gifts, Grants and Contracts				
Interest Income				
State Appropriation	\$ 7,376,979	\$ 7,376,979	-	0.0%
Debt Service Transfers				
Other				
Total Revenues and Transfers	7,376,979	7,376,979	-	0.0%
BEGINNING BALANCE	-	-	-	
TOTAL AVAILABLE	7,376,979	7,376,979	-	0.0%
EXPENDITURES				
Capital Projects	6,306,864	6,306,864	-	0.0%
Building Renewal	1,070,115	1,070,115	-	0.0%
Internal Service Renewal/Replacement				
Auxiliary Renewal/Replacement				
Debt Retirement				
Total Expenditures	7,376,979	7,376,979	-	0.0%
NET TRANSFERS OUT / (IN)	(182,422)	(182,422)	(22,018)	12.1%
TOTAL EXPENDITURES & TRANSFERS	7,194,557	7,194,557	(22,018)	-0.3%
ENDING FUND BALANCE	\$ 182,422	\$ 182,422	\$ 22,018	12.1%

Northern New Mexico College
Comparison of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year's 2022 and 2021

Operating Funds	FY 2023 Actuals as of August 31, 2022	FY 2022 Actuals as of August 31, 2021	Percentage Increase (Decrease)
REVENUES			
Tuition & Misc Fees	\$ 2,263,971	\$ 1,924,813	17.6%
Federal Appropriations	-	-	
State Appropriations	2,133,384	1,890,067	12.9%
Local Appropriations	60,034	51,580	16.4%
Gifts, Grants & Contracts	716,917	1,337,828	-46.4%
Endowment/Land & Perm Inc	32,222	30,583	5.4%
Sales & Services	32,995	66,200	-50.2%
Other	106,375	72,586	46.6%
Total Revenue	5,345,897	5,373,657	-0.5%
BEGINNING BALANCE	9,775,037	7,254,447	34.7%
TOTAL AVAILABLE	15,120,934	12,628,104	19.7%
EXPENDITURES			
Instruction & General	2,597,140	2,289,387	13.4%
Student Social & Cultural	10,880	1,592	583.4%
Research	8,169	12,839	-36.4%
Public Service	56,107	41,073	36.6%
Internal Services	287,431	146,762	95.8%
Student Aid	26,138	861,641	-97.0%
Auxiliary Enterprises	33,366	54,119	-38.3%
Intercollegiate Athletics	56,227	83,242	-32.5%
Independent Operations (NMDA)	-	-	
Total Expenditures	3,075,458	3,490,655	-11.9%
NET TRANSFERS OUT / (IN)	22,018	25,082	-12.2%
TOTAL EXPENDITURES & TRANSFERS	3,097,477	3,515,737	-11.9%
ENDING FUND BALANCE	\$ 12,023,457	\$ 9,112,367	31.9%

Plant Funds	FY 2023 Actuals as of August 31, 2022	FY 2022 Actuals as of August 31, 2021	Percentage Increase (Decrease)
REVENUES AND TRANSFERS			
Required Student Fees	\$ -	\$ -	0.0%
Bond Proceeds	-	-	0.0%
Gifts, Grants and Contracts	-	-	0.0%
Interest Income	-	-	0.0%
State Appropriation	-	-	
Debt Service Transfers	-	-	0.0%
Other	-	-	0.0%
Total Revenues and Transfers	-	-	
BEGINNING BALANCE	-	-	
TOTAL AVAILABLE	-	-	
EXPENDITURES			
Capital Projects	-	-	
Building Renewal	-	4,367	-100.0%
Internal Service Renewal/Replacement	-	-	0.0%
Auxiliary Renewal/Replacement	-	-	0.0%
Debt Retirement	-	-	0.0%
Total Expenditures	-	4,367	-100.0%
NET TRANSFERS OUT / (IN)	(22,018)	(25,082)	-12.2%
TOTAL EXPENDITURES AND TRANSFERS	(22,018)	(20,715)	6.3%
ENDING FUND BALANCE	\$ 22,018	\$ 20,715	6.3%

Some revenues are reported on a seasonal basis or by semester and therefore may affect the Increase/(Decrease) to Fund Balance

Northern New Mexico College

Statement of Cash Flows

(Unaudited and Unadjusted)

August 31, 2022

Cash Flows from Operating Activities	
Receipts from student tuition and fees	\$ 2,263,971
Receipts from grants and contracts	716,917
Other receipts	-
Payments to or on behalf of employees	(2,329,225)
Payment to suppliers for goods and services	(4,421,890)
Receipts from Sales and Services	32,995
Payments for scholarships	(4,011)
Other Operating Revenue	106,375
Net cash (used) by operating activities	<u>(3,634,868)</u>
Cash Flows from Non-Capital Financing Activities	
State Appropriations	2,133,384
Mill Levy Distributions	60,034
Gifts for other than Capital Purposes	-
Private Gifts for Endowment	-
Other Non-operating Expense	-
Net Cash provided (used) for non-capital financing activities	<u>2,193,418</u>
Cash Flows from Capital and Related Financing Activities	
Proceeds from Capital Debt	-
Capital Gifts, Grants and contracts	-
Purchase/Construction/Renovation of Capital Assets	-
Principal Received/Paid on Capital Debt and Leases	-
Interest and Fees Paid on Capital Debt and Leases	-
Building Fees Received from Students	-
Net Cash provided (used) for capital financing activities	<u>-</u>
Cash Flows from Investing Activities	
Investment Earnings	32,222
Net Cash provided by Investing Activities	<u>32,222</u>
Increase (Decrease) in Cash and Cash Equivalents	(1,409,229)
Cash and Cash Equivalents- beginning of year	9,775,037
Cash and Cash Equivalents- end of reporting period	<u>\$ 8,365,808</u>

Northern New Mexico College

Statement of Net Position

(Unaudited and Unadjusted)

October 31, 2022

Assets	
Current Assets:	
Cash and Cash Equivalents	6,759,352
Short-Term Investments	-
AR - Student	324,190
AR - Other than student	149,135
Inventories	80,336
Prepaid Expenses	15,079
Loans Receivable, net	951,831
Total Current Assets	8,279,923
Non-Current Assets	
Restricted Cash and Cash Equivalents	-
Restricted Short Term Investments	-
Investments Held by Others	-
Other Long-Term Investments	-
Prepaid Expenses	-
Capital Assets, net	35,349,463
Total Non-Current Assets	35,349,463
Total Assets	43,629,386
Deferred Outflows of Resources	
Pension Related (6/30/21 balances)	29,819,379
Total Deferred Outflows of Resources	29,819,379
Liabilities	
Current Liabilities	
Accounts Payable	160,074
Other Accrued Liabilities	60,723
Deferred Income	1,277,678
LT Liabilities - Current Portion	-
Total Current Liabilities	1,498,476
Non-Current Liabilities	
Accrued Interest Payable	-
Accrued Benefit Reserves	-
Other LT Liabilities	117,805
OPED Liability	7,972,467
Net Pension Liability	1,528,611
Total Non-Current Liabilities	9,618,883
Total Liabilities	11,117,359
Deferred Inflows of Resources	
Pension Related (6/30/21 balances)	3,316,510
Total Deferred Inflows of Resources	3,316,510
Net Position	
Invested in Capital Assets, net of Related Debt	35,349,463
Restricted for:	
Nonexpendable:	
Endowments	-
Expendable:	
General Activities	(77,364)
Federal Student Loans	-
Term Endowments	-
Capital Projects	(12,738)
Debt Service	-
Related Entity Activities	(249,371)
Unrestricted	
Unrestricted without NFP	2,375,961
Net Fiduciary Position	-
Total Unrestricted (includes 6/30/20 NFP)	2,375,961
Total Net Position	37,385,950

Northern New Mexico College
Summary of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year 2022

Operating Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of October 31, 2022	Percentage Earned/Spent
REVENUES				
Tuition & Misc Fees	\$ 4,075,990	\$ 4,075,990	\$ 2,257,596	55.4%
Federal Appropriations		-	-	-
State Appropriations	14,217,800	14,217,800	6,017,584	42.3%
Local Appropriations	3,009,846	3,009,846	171,028	5.7%
Gifts, Grants & Contracts	14,222,367	14,497,367	4,620,119	31.9%
Endowment/Land & Perm Inc	222,957	222,957	82,590	37.0%
Sales & Services	377,731	377,731	133,845	35.4%
Other	53,146	53,146	108,035	203.3%
Total Revenue	36,179,838	36,454,838	13,390,797	36.7%
BEGINNING BALANCE	9,775,037	9,775,037	9,775,037	100.00%
TOTAL AVAILABLE	45,954,875	46,229,875	23,165,834	50.1%
EXPENDITURES				
Instruction & General	27,277,524	27,552,524	6,640,924	24.1%
Student Social & Cultural	116,232	116,232	25,164	21.6%
Research	195,522	195,522	29,326	15.0%
Public Service	815,243	815,243	126,519	15.5%
Internal Services	1,724,589	1,724,589	574,863	33.3%
Student Aid	4,929,012	4,929,012	3,201,447	65.0%
Auxiliary Enterprises	547,400	547,400	93,276	17.0%
Intercollegiate Athletics	576,101	576,101	146,936	25.5%
Independent Operations (NMDA)	-	-	-	-
Total Expenditures	36,181,623	36,456,623	10,838,455	29.7%
NET TRANSFERS OUT / (IN)	182,422	182,422	83,497	45.8%
TOTAL EXPENDITURES & TRANSFERS	36,364,045	36,639,045	10,921,952	29.8%
ENDING FUND BALANCE	\$ 9,590,830	\$ 9,590,830	\$ 12,243,881	

Plant Funds	FY 2023 Original Budget	FY 2023 Adjusted Budget	FY 2023 Actuals as of October 31, 2022	Percentage Earned/Spent
REVENUES AND TRANSFERS				
Required Student Fees				
Bond Proceeds				
Gifts, Grants and Contracts				
Interest Income				
State Appropriation	\$ 7,376,979	\$ 7,376,979	\$ 25,135	0.3%
Debt Service Transfers				
Other				
Total Revenues and Transfers	7,376,979	7,376,979	25,135	0.3%
BEGINNING BALANCE	-	-	-	
TOTAL AVAILABLE	7,376,979	7,376,979	25,135	0.3%
EXPENDITURES				
Capital Projects	6,306,864	6,306,864	25,135	0.4%
Building Renewal	1,070,115	1,070,115	12,738	1.2%
Internal Service Renewal/Replacement				
Auxiliary Renewal/Replacement				
Debt Retirement				
Total Expenditures	7,376,979	7,376,979	37,873	0.5%
NET TRANSFERS OUT / (IN)	(182,422)	(182,422)	(83,497)	45.8%
TOTAL EXPENDITURES & TRANSFERS	7,194,557	7,194,557	(45,624)	-0.6%
ENDING FUND BALANCE	\$ 182,422	\$ 182,422	\$ 70,759	38.8%

Northern New Mexico College
Comparison of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year's 2022 and 2021

Operating Funds	FY 2023 Actuals as of October 31, 2022	FY 2022 Actuals as of October 31, 2021	Percentage Increase (Decrease)
REVENUES			
Tuition & Misc Fees	\$ 2,257,596	\$ 1,949,501	15.8%
Federal Appropriations	-	-	
State Appropriations	6,017,584	3,780,133	59.2%
Local Appropriations	171,028	112,723	51.7%
Gifts, Grants & Contracts	4,620,119	4,428,714	4.3%
Endowment/Land & Perm Inc	82,590	64,885	27.3%
Sales & Services	133,845	140,357	-4.6%
Other	108,035	89,943	20.1%
Total Revenue	13,390,797	10,566,256	26.7%
BEGINNING BALANCE	9,775,037	1,791,221	445.7%
TOTAL AVAILABLE	23,165,834	12,357,477	87.5%
EXPENDITURES			
Instruction & General	6,640,924	5,428,047	22.3%
Student Social & Cultural	25,164	3,316	658.9%
Research	29,326	29,424	-0.3%
Public Service	126,519	121,384	4.2%
Internal Services	574,863	293,525	95.8%
Student Aid	3,201,447	3,540,526	-9.6%
Auxiliary Enterprises	93,276	109,011	-14.4%
Intercollegiate Athletics	146,936	171,607	-14.4%
Independent Operations (NMDA)	-	-	
Total Expenditures	10,838,455	9,696,840	11.8%
NET TRANSFERS OUT / (IN)	83,497	50,768	64.5%
TOTAL EXPENDITURES & TRANSFERS	10,921,952	9,747,608	12.0%
ENDING FUND BALANCE	\$ 12,243,881	\$ 2,609,869	369.1%

Plant Funds	FY 2023 Actuals as of October 31, 2022	FY 2022 Actuals as of October 31, 2021	Percentage Increase (Decrease)
REVENUES AND TRANSFERS			
Required Student Fees	\$ -	\$ -	0.0%
Bond Proceeds	-	-	0.0%
Gifts, Grants and Contracts	-	-	0.0%
Interest Income	-	-	0.0%
State Appropriation	25,135	-	
Debt Service Transfers	-	-	0.0%
Other	-	-	0.0%
Total Revenues and Transfers	25,135	-	
BEGINNING BALANCE	-	-	
TOTAL AVAILABLE	25,135	-	
EXPENDITURES			
Capital Projects	25,135	-	
Building Renewal	12,738	34,333	-62.9%
Internal Service Renewal/Replacement	-	-	0.0%
Auxiliary Renewal/Replacement	-	-	0.0%
Debt Retirement	-	-	0.0%
Total Expenditures	37,873	34,333	10.3%
NET TRANSFERS OUT / (IN)	(83,497)	(50,768)	64.5%
TOTAL EXPENDITURES AND TRANSFERS	(45,624)	(16,435)	177.6%
ENDING FUND BALANCE	\$ 70,759	\$ 16,435	330.5%

Some revenues are reported on a seasonal basis or by semester and therefore may affect the Increase/(Decrease) to Fund Balance

Northern New Mexico College

Statement of Cash Flows

(Unaudited and Unadjusted)

October 31, 2022

Cash Flows from Operating Activities	
Receipts from student tuition and fees	\$ 2,257,596
Receipts from grants and contracts	4,620,119
Other receipts	-
Payments to or on behalf of employees	(4,973,951)
Payment to suppliers for goods and services	(9,490,333)
Receipts from Sales and Services	133,845
Payments for scholarships	(1,929,460)
Other Operating Revenue	108,035
Net cash (used) by operating activities	<u>(9,274,149)</u>
Cash Flows from Non-Capital Financing Activities	
State Appropriations	6,042,718
Mill Levy Distributions	171,028
Gifts for other than Capital Purposes	-
Private Gifts for Endowment	-
Other Non-operating Expense	-
Net Cash provided (used) for non-capital financing activities	<u>6,213,746</u>
Cash Flows from Capital and Related Financing Activities	
Proceeds from Capital Debt	-
Capital Gifts, Grants and contracts	-
Purchase/Construction/Renovation of Capital Assets	(37,873)
Principal Received/Paid on Capital Debt and Leases	-
Interest and Fees Paid on Capital Debt and Leases	-
Building Fees Received from Students	-
Net Cash provided (used) for capital financing activities	<u>(37,873)</u>
Cash Flows from Investing Activities	
Investment Earnings	82,590
Net Cash provided by Investing Activities	<u>82,590</u>
Increase (Decrease) in Cash and Cash Equivalents	(3,015,685)
Cash and Cash Equivalents- beginning of year	9,775,037
Cash and Cash Equivalents- end of reporting period	<u>\$ 6,759,352</u>

White Paper

Mentor-Protégé Agreement

Triad National Security, LLC (Mentor) and Northern New Mexico College (Protégé)

Purpose

This document expands on the Mentor Protégé Agreement executed in Fall 2021 and establishes a Mission and Vision for the Agreement. It also describes the partners' interactions by defining the membership of the Steering Committee and its tasks in successfully implementing the Agreement.

Mission

The Mentor-Protégé Agreement enhances the historical collaboration between Triad and NNMC by providing access to the protégé to technical expertise from the mentor to increase the protégés' technical and business capabilities and improving the financial stability of the protégé in seeking opportunities for contract agreements with DOE/NNSA, other federal agencies, or commercial markets.

Vision

The Mentor-Protégé Agreement will create mission-critical opportunities for collaboration for the Mentor and Protégé to become an exemplar model of future similar agreements between Triad and other Minority Serving Institutions.

Pillars

The Mentor-Protégé Agreement has three foundational pillars to which the joint activities and projects will align to

- Academic Program Growth and Development
 - Business Programs
 - Radiation Control Technician
 - Further development of Technical Trades
 - Support of new and existing for-credit programs
 - Continuing education programs
- Student Mentorship and Outreach
 - Career and Educational Opportunities
 - Faculty Opportunities
- Infrastructure development
 - Strategic direction & Strategic Planning
 - Marketing
 - Business planning, including Strategic Finances
 - Quality Assurance
 - Facilities Planning and Management, such as energy conservation
 - Information Technology, including cybersecurity and data storage

Steering Committee

To fulfill the Agreement's mission, plan activities, monitor progress, and coordinate collaborative projects, the Steering Committee is integrated by the following individuals from Los Alamos National Lab (LANL) and NNMC.

- 1) LANL Senior Director Partnerships and Pipeline Office, Nancy Sauer
- 2) LANL Higher Education & Workforce Development Specialist Rebecca Estrada
- 3) LANL Small Business Program Manager, Yvonne Gonzalez
- 4) LANL Administrative Officer Partnerships & Pipeline Office, Tammy Milligan
- 5) LANL Workforce Program Director James "Brad" Beck
- 6) TechSource Representative Bill Redmond
- 7) TechSource Representative Brian D'Andrea
- 8) NNMC President, Dr. Bárbara Medina
- 9) NNMC Provost and VP for Academic Affairs, Dr. Iván López Hurtado
- 10) NNMC Business Administration Department Chair, Dr. Lori Baca

Steering Committee Tasks

Meetings

The Steering Committee will meet three times a year in February, July, and October to discuss activity planning, monitoring, and reporting.

Progress Reports

The Steering Committee will distribute the task of developing and submitting semi-annual reports to the Office of Small and Disadvantaged Business Utilization of the Department of Energy and the updated Schedule of Mentoring Activities.

Activities Schedule

The Steering Committee will propose that individuals collaborate on developing a two-year Mentoring Activities Schedule.

Creation of Taskforces

The variety of the projects will require the identification of different task forces, composed of members of the Mentor and Protégé, that will be directly involved in implementing the project activities. The Steering Committee will identify task force members for each project.

Year One Outcomes:

- Academic Program Growth and Development
 - Expansion of the RCT Program
 - Onboarding of 5-10 additional students AY 2023
 - Formal curriculum review (NNMC/LANL) and update, if required
 - Formal Recruiting Relationship with NNMC for Business Administration and Project Management
 - Calendar of information sessions at LANL and recruiting visits to Northern

- 3-5 NNMC Interns in the area
 - Jobs information uploaded to the GoEducate Platform
 - Explore increasing NNMC representation in the LANL intern pool
 - Identify appropriate areas/programs
 - Identify champions
 - Strengthening of Recruiting Relationship with NNMC for Skilled Trades
 - Exploration of the Lineman Program with LANL Logistics and appropriate Union partners
 - Formal recruiting relationship including calendar of engagement with LANL Logistics and appropriate Union Partners
- Student Mentorship and Outreach
 - Design communication and outreach plan, including collateral, to share with students regarding professional opportunities at LANL
 - Elementary/Middle School/High School
 - Use of Challenge Tomorrow Trailers on identified campuses
 - Host a joint session for middle and high school around professional opportunities in the region
- Infrastructure Development
 - Assessment of Need(s)
 - Examples: cybersecurity, data collection and storage, general technology, and facilities
 - Assessment of Value of Need(s)
 - Assessment of Possible Impact of Identified Need(s)