



## NEW MEXICO STATE UNIVERSITY GRANTS

[www.grants.nmsu.edu](http://www.grants.nmsu.edu)

### Introduction and History of NMSU Grants

NMSU Grants was established as a community college campus of New Mexico State University in 1968 through the cooperative efforts of New Mexico State University and what is now Grants/Cibola County Public Schools. The campus is situated in one of the most culturally diverse regions in the State of New Mexico. From its inception, NMSU Grants has served a population of students representing the diverse communities of the Acoma, Laguna and Zuni Pueblos, parts of the Navajo Nation, the land grant Hispanic villages of the San Mateo/San Fidel/Cubero region, the city of Grants, the Village of Milan and Cibola County. Both the successes and the challenges for NMSU Grants have been to serve all these constituencies well.

During its first year of operation, NMSU Grants held classes in public school facilities, taught by qualified part-time instructors from the community. In August of 1969, the college moved to its present site, which previously housed the Grants Job Corps Center. The main building of the current campus, Martinez Hall, was constructed in 1978 and has since undergone three expansions as programs and commitments have increased. Two facilities remain from the original Job Corps site, McClure Hall (academic classrooms and facilities storage) and Joe Fidel Activities Center (gymnasium).

Over the years, facilities have continued to be upgraded to create a supportive environment for learning. McClure Hall's two million dollar renovation is slated for completion by January 2008. It will become a full academic building housing the College's Certified Nursing Assistant Program and the Computer Science and Creative Media Programs. Additional planned improvements and expansions to the physical plant are guided by the NMSU Grants master plan and include meeting ADA compliance in the gymnasium in order to access 25% additional space for academic fitness programming, as well as creating a more inviting, central "walking campus" with parking limited to the perimeter of campus.

In 2007, a large electronic marquee was installed at the main campus entrance, creating a highly visible tool for marketing campus programs and activities. Additionally, an off-site former bank building in the city of Grants was purchased to accommodate the college's Small Business Development Center (SBDC).

Since its founding, NMSU Grants has responded to changing community needs, employment profiles and demographics. In the heyday of uranium and coal mining, the campus provided training in a number of career/technical fields needed by these industries such as diesel mechanics and field construction. When the mining activity shut down, the college did not abandon these career and technical fields, but instead redesigned these programs with different emphases to prepare students for existing and emerging employment markets such as ASE certified auto mechanics, smaller scale construction, electrical trades, and computer technology. With the establishment of a women's prison in the city of Grants, NMSU Grants developed a Correctional Officers Training Academy (COTA). The Academy prepares correctional officers to work in the facility and also offers courses to inmates at the prison.

Balancing these specialized programs, NMSU Grants also offers general education and other transferable courses to students who seek to begin their baccalaureate education before moving on to a four-year university. NMSU Grants has



also partnered with its parent campus (NMSU-Las Cruces) to provide distance education access to selected baccalaureate programs on-site such as the teacher education and human services programs.

Ultimately, facilities expansion & renovation and programmatic restructuring respond and attend to the changing needs of the communities served by NMSU Grants.

## Distinctive Profile of NMSU Grants

NMSU Grants exemplifies the diversity of New Mexico; it is a 'majority minority serving institution'. Enrollment data for Fall 2007 indicates a student head count of 751 and full-time enrollment (FTE) of 447. Current student enrollment is 38% Native American, 34% Hispanic, 18% Non-Hispanic White, 2% Black, and 8% unreported ethnicity. Of this number, 65% are female. New federal funding is being directed to support public colleges (non tribal colleges) that serve more than 25% Native American student populations and are being defined as 'Native American Serving Institutions'; NMSU Grants is one of only three such institutions in New Mexico. In addition, NMSU Grants has the 'unique distinction' of being the only Native American Serving Institution and Hispanic Serving Institution in the country.

NMSU Grants serves an area, which is culturally rich but economically poor. A ranking of economic indicators published by the Indiana Business Research Center found Cibola County, the core service area for NMSU Grants, ranking in the lowest 5% of all counties surveyed in personal income, and in the highest 10% of all counties surveyed in poverty rate. These indicators are critical for understanding both the strengths and the challenges of NMSU Grants.

They partly explain the high proportion of NMSU Grants students who complete certificates requiring at least one, but less than two years of education, (three times the national average for comparable institutions as a proportion of total enrollment according to the IPEDS Data Feedback Report), rather than going on for associate degrees (approximately half the national average according to the IPEDS). See NMSU Grants Resource Room for IPEDS Data Feedback Report.

NMSU Grants' students need an affordable education that serves their immediate and long term goals and provides an academic foundation that will allow for a successful transfer into a four-year program, either to NMSU or another state or regional institution. Moreover, our students need an education that will prepare them for employment in the surrounding economic region. NMSU Grants' mission and responsibility are to consistently meet the educational needs of students and to prepare them to successfully move ahead in their occupational or educational trajectory.

To accomplish this goal, NMSU Grants offers a variety of career/technical and academic programs. We also provide a strong Adult Basic Education/GED program for members of the community whose needs range from basic literacy skills to final preparation for passing the high school equivalency exam. Students who have not completed high school can enter the ABE/GED program and proceed from that program to a vocational certificate or Associate of Applied Science program in a number of trades, or may complete an Associate of Arts or Sciences degree in various fields. Then, students can enter into apprenticeship programs, transfer into four-year bachelor degree programs, and seek better-paying jobs in the immediate service area applying the skills they have acquired at NMSU Grants. (see table of certificates and degrees offered at NMSU Grants in the Resource Room).

## Significant Changes

During the last comprehensive visit in 1998, Cibola County was economically depressed from the collapse of the uranium mining industry. Although the NMSU Grants campus served mainly Native American and Hispanic students, we were less focused on serving the communities from where these students originate. Computer Science programming

was in its infancy as a resource for our area. In particular we were lacking creative computer technologies such as film, digital graphics and video arts.

In the 1998 self-study, NMSU Grants listed five academic associate degrees – a general Associate of Arts degree and an Undesignated Associate degree, which allowed students to tailor an associate degree with transferable components. Additionally we offered Associate degrees in Criminal Justice, pre-Business and Educational Paraprofessionals. The current NMSU Grants catalog shows significant growth in the number and variety of academic Associate degrees available to its students including, the Associate of Science, Associate in Early Childhood Education and Associate in Social Services degree programs.

In 1998, NMSU Grants offered the following career/technical degrees: Associate of Applied Science degrees in Computer Technology, Automotive Technology, Electronic Technology, Electrical Trades, Legal Assisting, Occupational Business and Secretarial Administration. Currently, NMSU Grants offers Associate of Applied Science degrees in Automotive Technology, Computer Technology, Electronic Technology, Tourism Services, Web Mastery and Welding Trades.

Within the various career/technical fields represented by the AAS degrees, NMSU Grants has always offered a number of one-year certificate programs, which qualified students for entry-level positions. The most recent catalog indicates not only the expansion in numbers of certificate offerings, but also in the increasing technological sophistication of the certificates offered such as: Computer Technology, Digital Film Technology, Electronic Technology, Geographic Information Systems, Microcomputer Accounting, and Web Design and Development. Certificate programs are often important points of entry into post-secondary education for adult students and offer the opportunity for community members to improve their marketability and standard of living. These programs are a significant part of NMSU Grants' mission and commitment to its community.

In November 2007, the college received a first-time, two-year Daniels Fund Opportunity Scholarship grant of \$25,400 to create scholarship support for non-traditional, part-time students. This scholarship will support the working student who does not qualify for any financial assistance but requires some support to access higher education.

NMSU Grants has also continued to offer several developmental studies courses for students enrolled in or preparing for postsecondary degree and certificate programs. In addition, NMSU Grants has expanded and improved its ABE/GED program, providing a renovated facility with advanced computer technology and dedicated instructors. In recent years, the total number of students completing their GED has increased significantly.

An example of NMSU Grants responsiveness to partner local employers with the educational needs of the community is evident in our relationship with the New Mexico Women's Correctional Facility. NMSU Grants operates (COTA), the Corrections Officer Training Academy, providing education for the Correctional Corporation of America (CCA). CCA pays tuition and hourly wages for cadets during the training period. Cadets earn 16 college credits upon the successful completion of the program and are then sworn in as corrections officers for the state of New Mexico and can be immediately employed by CCA.

An innovative collaboration also designed to meet community needs includes NMSU Grants, Cibola General Hospital in the city of Grants and NMSU's School of Nursing (Las Cruces). This partnership provides access to the Bachelor of Science in Nursing through real-time distance learning and local clinical internship opportunities. Cibola General



Hospital has made a five-year financial commitment of \$80,000/year to enable the development of this program, to meet their demand for qualified nurses that will stay in the region.

In the future, NMSU Grants will continue to respond to changing academic, vocational and job training needs that arise in its service area and in the nearby Native American indigenous and Hispanic communities. NMSU Grants is planning to expand: Computer Science offerings; provide occupational education for new mining (uranium) activity, work with existing and new industries seeking a highly-skilled workforce in Cibola County; provide a highly visible training site for the Small Business Development Center which will provide education in entrepreneurial and other job-related skills; continue to cultivate a relationship with students from Grants High School and Laguna/Acoma High School; and to increase the opportunity for Cibola County residents to complete baccalaureate degrees in critical fields such as education, nursing, criminal justice and human services, both through attendance at regional universities and through access to distance education instruction.

### Summary of Accreditation History

NMSU Grants is accredited by the Higher Learning Commission of the North Central Association under the umbrella of the accreditation process of its parent institution, New Mexico State University, Las Cruces. NMSU Grants was founded in 1968 and participated in the NCA accreditation process as part of the NMSU system in 1978, 1988 and 1998. In addition to its general accreditation, the Automotive Technology program at NMSU Grants holds certification from the National Automotive Technology Education Foundation (NATEF) and is taught by a National Institute for Automotive Service Excellence (ASE) certified master mechanic. The Certified Nursing Assistant program at NMSU Grants is approved by the New Mexico State Licensing Board to prepare students to take the CNA exam for state certification. The CNA program at NMSU Grants continues to maintain an extremely high passage rate of approximately 95%.

### NMSU Grants Self-Study Process

NMSU Grants is involved in an ongoing process of self-assessment and program improvement. An ambitious committee matrix was created at NMSU Grants in 2006-07 based on the Accreditation Criterion. Faculty and staff were assigned to each cell of the matrix. However, as the year moved forward it was clear that because of the small size of the faculty (16 full-time) and staff (25.5) and the multiplicity of roles they hold, the matrix needed to be modified to encompass several criteria within one committee structure. These committees made significant progress in defining issues and gathering data, all of which contributed to the self-study report. In Fall 2007, a larger, more overarching committee, the Campus Council, was created as a focused tool for planning and communication. The Campus Council includes staff, faculty and student constituencies and is chaired by the CEO. The Council has been actively involved in the self-study process and will continue to exist as a permanent part of the campus structure after the self-study process is completed.

### Response to Concerns

None of the major concerns identified by the evaluation team, which visited NMSU, and its community college campuses in 1998 involved the NMSU Grants campus. Indeed, the visiting team expressed both an understanding and an admiration for the "strong spirit of educational and public service shown by the faculty and staff of NMSU Grants and the



accomplishments of this branch campus in carrying out its mission to the citizens of Cibola County.” The visiting team hailed NMSU Grants as “a strength of New Mexico State University.” See NMSU Grants Resource Room for HLC 1998 Report.

The faculty, staff and administration at NMSU Grants take pride in their continued commitment to providing the best education and service to the people of Cibola County and broader region served by the campus. The campus has continued to balance the provision of transferable academic programs with preparing students to enter the workforce with enhanced skills and respected credentials.

Many of the challenges identified in the visiting team report are still present at NMSU Grants. While NMSU Grants has increased the number of fields in which students may obtain transferable degrees, graduation rates in Associate degrees still lag behind state and national averages. However, rates of Certificate completion exceed state and national averages. These outcomes reflect the poverty of the area and the need of NMSU Grants’ students to obtain marketable skills and credentials so that they may better provide for their families.

NMSU Grants continues to improve the accessibility of career/technical classes, adjusting times and places to make them more convenient for the working student. When the Small Business Development Center moves into its new building in Spring 2008, it will also be used as a site for flexible job-training programs.

NMSU Grants is making progress in realizing the need for more baccalaureate programs that was mentioned in the last visiting team report. The number of baccalaureate programs available through the NMSU Grants site is increasing, particularly in fields such as education, human services, criminal justice and nursing. The potential for completing baccalaureate programs is expected to have a positive impact on Associate degree completion as well, in that it will provides students with the incentive to keep moving forward with their education. Since NMSU Grants students have a higher than median frequency of responsibility for the care of family members, the possibility of pursuing their education without leaving home is a tremendous benefit. See NMSU Grants Resource Room for First Look Tables. Another positive development at NMSU Grants, which relates to more baccalaureate degree programs, is the strengthening of the general education program at NMSU Grants. In addition, recent efforts by the New Mexico Higher Education Department to assure articulation of general education courses and lower division courses in a number of key degree areas have made the general education and associate degree offerings at NMSU Grants more marketable to the local population. NMSU Grants is an affordable and convenient way to start on the path to higher education. A commitment exists to support student access by maintaining low tuition/fees for students. Current tuition is \$50/credit hour.

Recently, NMSU Grants’ focus on cultivating a high school to community college partnership by increasing dual enrollment has shown steady progress. This strategy is part of NMSU Grants’ partnership with the local school district to decrease the high school dropout rate through positively strategizing to engage students early in higher education opportunities.

### Core Components for Accreditation

As mentioned earlier, the accreditation evaluation teams visiting NMSU and its campuses have taken particular note of the important mission and purpose of NMSU Grants, the unique population it serves and its responsiveness to its community. The NMSU Grants administration, faculty and staff take pride in the quality programming and administration and service we provide the community of Cibola County. In 2007, based on the national Community

College Survey of Student Engagement (CCSSE), NMSU Grants was named as one of the top thirty community colleges in the United States and the only New Mexico community college on the list.

See <http://www.washingtonmonthly.com/features/2007/0709.ccrankings.pdf>.

This next section will demonstrate the institution's fulfillment of each of the five criteria for accreditation, as well as acknowledge those areas where NMSU Grants continues to work to provide better educational resources to the community. This chapter is included as a component of the Las Cruces campus self study report and therefore, the responses to these criteria and core components will be brief. A more detailed document and appropriate data sources are provided in the resource room and will be available to HLC evaluators during their site visit to NMSU Grants in April 2008. In addition, a new NMSU Grants website will be launched in January 2008 and will include an 'Accreditation Data Center' available to the HLC, students, staff and faculty, and the community for review.

### Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Each stakeholder group within the NMSU Grants community is tied to the institution by structures of oversight and guidance and procedures to assure exchanges of information and concerns and timely, regular, interaction. NMSU Grants is governed by the NMSU Board of Regents who are appointed by the Governor of New Mexico. The Board of Regents has decision-making authority in regard to NMSU Grants programs, budgets, and major facilities decisions. However, the elected Governing Board of the Grants/Cibola County Public School District serves as an advisory board over NMSU Grants with the authority and responsibility to review and make recommendations regarding all major NMSU Grants initiatives and approves the annual budget. The NMSU Grants administration meets quarterly with the NMSU Grants Advisory Board, not only to seek approval for NMSU Grants plans and budgets, but also for guidance, to coordinate planning at the college-level with collaboration undertaken at the K-12 level, and to assure that community priorities are reflected in NMSU Grants plans. The local Superintendent and/or Assistant Superintendent attend each NMSU Grants Advisory Board quarterly meeting in an effort to enhance college and public education collaboration.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

The mission of New Mexico State University at Grants is to, "provide quality instructional and supportive programs at the lowest feasible cost to persons within Cibola County. These programs are provided to eligible persons regardless of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran status."

This mission commits NMSU Grants to engage in specific actions and programs in order to improve instruction, improve curriculum, improve the transfer process, improve a comprehensive student support program, support local economic and community development initiatives, improve administrative support and improve the physical plant.



Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

As noted above, NMSU Grants' mission statement commits the college to providing an affordable, quality education "to eligible persons regardless of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran status." In addition, the statements of purposes reflect the institution's commitment to address the needs of diverse constituencies and stakeholder groups.

Core Component 1c: Understanding and support for the mission pervades the institution.

The mission statement is included in the NMSU Grants catalog, the Faculty Handbook and online at:

<http://grants.nmsu.edu/mission/mission.htm>. It is widely disseminated throughout the community and throughout the organization. In addition, the actual practices, priorities and values that permeate NMSU Grants reflect the mission and the commitment of the administration, faculty and staff to meet the needs of students, the local community, local businesses and the diverse cultural constituencies throughout the Cibola County area.

Core Component 1d: The organization's governance and administration structure promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As discussed above, the governing body for NMSU Grants is the NMSU Board of Regents, while the Grants/Cibola County School Board members serve on the NMSU Grants Advisory Committee. The NMSU Grants Administrative Team includes the Campus Executive Officer (CEO), the Campus Academic Officer (CAO), the Campus Finance Officer (CFO) and the Campus Student Services Officer (CSSO). The Administrative Team meets regularly as Administrative Council to discuss and make decisions regarding matters affecting the operation of the campus. The CAO meets monthly with faculty and program managers to address issues of common concern. Additionally, the Campus Council meets monthly and includes staff, faculty, and student members.

Core Component 1e: The organization upholds and protects its integrity.

Integrity is at the core of the operations of all groups within the NMSU Grants community. The institution adheres to recognized academic standards of performance and personal ethics, including the standards applicable to all faculty, staff, administrators and personnel within the NMSU system. The NMSU Grants Faculty Handbook refers faculty to the main NMSU Policy Manual. The NMSU EthicsPoint® hotline is available for students, staff, and faculty to voice their concerns in a safe, anonymous manner regarding possible ethics violations.

In addition, the institution holds students to high standards of academic integrity through the guidelines and disciplinary procedures in the student handbook. The NMSU Grants student handbook specifies that "the freedom of individuals to inquire, study, evaluate and gain new understanding and maturity must be protected against suppression." At the same time, students are encouraged and supported to maintain "order and stability" which is necessary to assure that these freedoms are enjoyed by all. See NMSU Grants Resource Room for NMSU Grants Student Code of Conduct.

While adhering to internal standards of quality and integrity, NMSU Grants maintains an appropriate relationship with its parent campus. The administrative officers of the NMSU Grants campus answer to officials at the main campus. The CEO meets monthly at NMSU with the Provost, the Associate Provost, and with the other community college CEOs. The CEO also participates in the monthly Administrative Council chaired by the NMSU President. During the annual summer retreat coordinated by the Provost's office for the CAOs and CEOs of the NMSU community college campuses, common issues are addressed and NMSU resource staff are brought in to collaborate with the CAOs and CEOs.

Finally, NMSU Grants maintains integrity in its relationship with the surrounding community. This includes a respect for the integrity of the various cultural communities in the service area, a respectful and open collaboration with area schools and businesses and transparency in the institution's operations. Administrative staff are actively involved in local community organizations and boards.

### Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

NMSU Grants receives financial resources under various funding formulae applicable to two-year colleges in New Mexico. We receive support from the local community, averaging \$160,000/year. The large public land base limits the taxing capacity of the local community to provide more substantial support to the college. NMSU Grants applies for grants and also receives periodic special appropriations from the New Mexico State legislature, particularly for facilities improvement, land acquisition and construction. NMSU Grants has been well served by its delegation in the New Mexico State legislature. Since enrollment and operational dollars are so closely related to the funding formula, allocation of current resources and future plans for enhancing educational offerings are all undertaken with an awareness of the anticipated funding formula consequences.

#### Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends

NMSU Grants continues to be responsive to multiple societal and economic trends. Cibola County has seen the rise and fall of the uranium mining industry and the effects of severe economic hardships when a once expansive source of employment ceased to exist. As a tool for economic development, the local community agreed to build three prisons in the area. NMSU Grants has supported workforce development for the women's prison in the city of Grants by developing a Correctional Officer Training Academy to train the correctional employees of the facility. This program is also linked to a transferable associate degree in Criminal Justice for those students who wish to go further in their profession. NMSU Grants also has brought on-site college courses to the inmates of the New Mexico Women's Correctional Facility.

Two local tribal communities, Laguna Pueblo and Acoma Pueblo, have recently developed and expanded casino gaming enterprises with three casinos and two hotels now operating within thirty minutes of Grants. NMSU Grants has recently developed the Tourism Services Associate Degree to support the cultural tourism and gaming industries in the region. NMSU Grants is involved in discussions to incorporate our Tourism program with the NMSU Hospitality, Restaurant, Tourism and Management baccalaureate degree program through distance education.

NMSU Grants has developed a number of innovative computer-related programs, including certificate programs in digital film technology and creative media. NMSU Grants' Creative Media students recently hosted their second-annual summer film festival Project Accessible Hollywood (PAH-FEST), mentored by professionals in the film industry and displaying work from local New Mexican filmmakers.

NMSU Grants continues to work with the local business community in several ways including: the new building for the SBDC in the City of Grants and preparation to offer technical certificates and degrees for anticipated new employers in the housing construction and mining industries.

NMSU Grants has responded to growth in jobs requiring baccalaureate degrees through a number of initiatives. NMSU Grants has increased its general education offerings and worked with the New Mexico Department of Higher Education to ensure course transferability to the public colleges and universities throughout New Mexico. Certain NMSU Grants associate degrees transfer into specific baccalaureate degrees at the NMSU campus, such as Education, Human Services, Criminal Justice and the Nursing degree. NMSU Grants is creating on-site distance learning opportunities for students to pursue baccalaureate degrees in such fields as early childhood education, teacher education, and nursing.

The CEO participates as an active member of the New Mexico Association of Community Colleges, which provides the policy development and lobbying support for issues affecting New Mexico's community colleges. The CEO is a member of the national board of the Rural Community College Association, which actively works to lobby at the federal level for support for rural community colleges. The College is also a member of the Hispanic Association of Colleges and Universities (HACU).

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

NMSU Grants participates in the higher education funding structure, which the New Mexico State Legislature has prescribed for two-year institutions. At the same time, NMSU Grants participates in a funding relationship with the NMSU-main campus. Since this relationship is complex, this analysis will not provide expansive description but will seek sufficient specificity to demonstrate NMSU Grants' compliance with the requirements of Core Component 2b.

The base funding for the operation of NMSU-Grants is formula driven as has been described in the Criterion 2 chapter of this self-study. Additional dollars are generated for training programs outside of the credit-generating system, mostly from Labor Department or Social Services sources and, occasionally, from private sources or grants. Figures and Tables 2B.1 & 2 indicate increased expenditures at NMSU Grants over time for expenditures related to instruction and academic programs, the library and administration.

Figure 2B.1: Ten Year Instructional, Departmental and Library Expenditures, Grants Campus, 1997-2007.



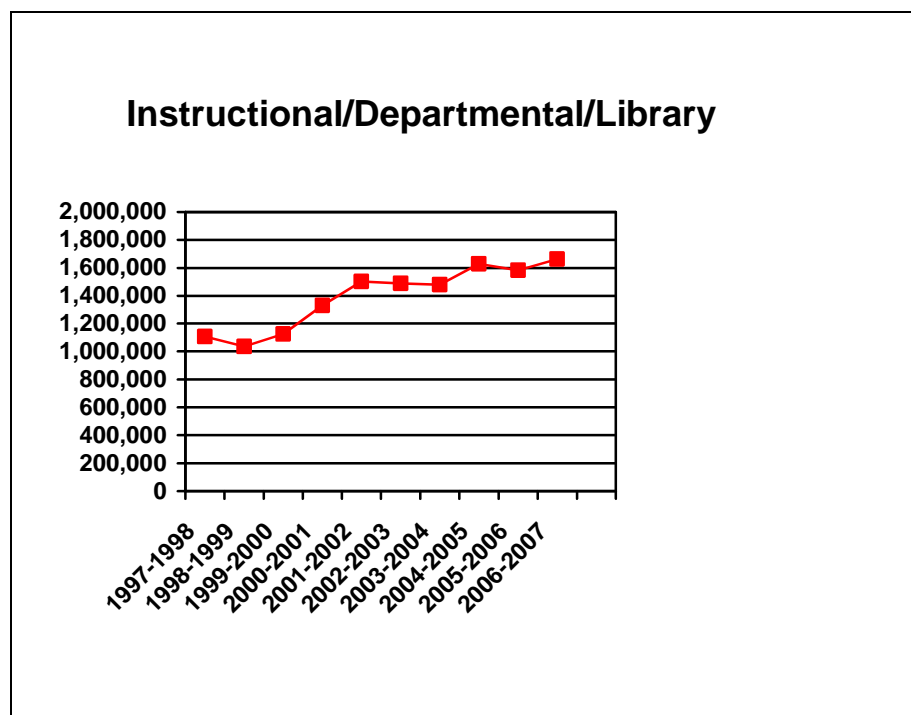


Table 2B.1: Instructional, Departmental, and Library Expenditures, Grants Campus, 1997 – FY2007.

Category of Expenditure	Actual Unrestricted Expense 1997-1998	Actual Unrestricted Expense 1998-1999	Actual Unrestricted Expense 1999-2000	Actual Unrestricted Expense 2000-2001	Actual Unrestricted Expense 2001-2002	Actual Unrestricted Expense 2002-2003	Actual Unrestricted Expense 2003-2004	Actual Unrestricted Expense 2004-2005	Actual Unrestricted Expense 2005-2006	Actual Unrestricted Expense 2006-2007
Instructional/ Departmental/ Library	1,106,906	1,036,563	1,125,877	1,330,809	1,502,028	1,489,304	1,479,635	1,628,403	1,584,001	1,663,146

Figure 2B.2: Ten Year Administration Expenditures, Grants Campus, 1997-2007.



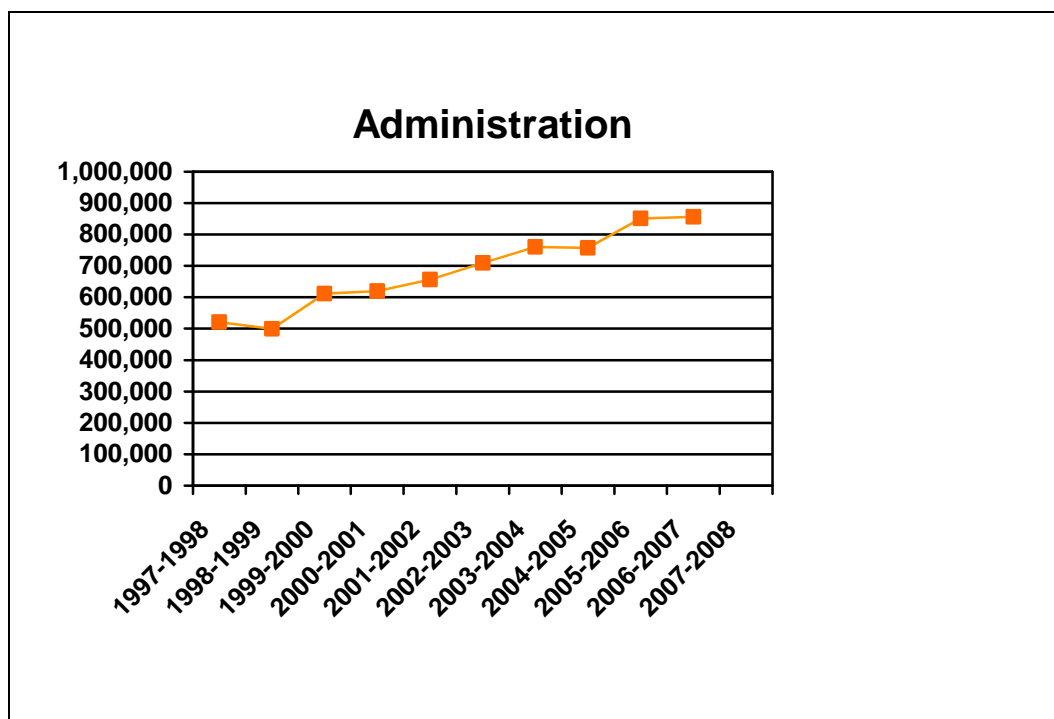


Table 2B.2: Ten Year Administration Expenditures, Grants Campus, 1997-2007.

Category of Expenditure	Actual Unrestricted Expense 1997-1998	Actual Unrestricted Expense 1998-1999	Actual Unrestricted Expense 1999-2000	Actual Unrestricted Expense 2000-2001	Actual Unrestricted Expense 2001-2002	Actual Unrestricted Expense 2002-2003	Actual Unrestricted Expense 2003-2004	Actual Unrestricted Expense 2004-2005	Actual Unrestricted Expense 2005-2006	Actual Unrestricted Expense 2006-2007
Administration	521,129	499,998	611,901	620,189	656,964	709,826	760,807	757,854	850,691	856,483

Two other funding sources include building renewal and replacement (BR&R) and equipment renewal and replacement (ER&R). BR&R funding is based on existing square footage of instructional space. The 2007 Legislature approved a large one-time increase in BR&R funding, significantly increasing facilities funding available to NMSU Grants, from \$147,890 to \$258,808. This additional amount has helped with existing renovations of facilities. Equipment renewal and replacement (ER&R) money is based on the replacement cost of equipment. As the cost of computers has decreased, ER&R funding has decreased, even though the need for computer technology in all areas of instruction has increased. A \$2 technology fee was instituted in 2007-08 to enable NMSU Grants to build a base of support for computer lab replacements. Figure and Table 2B.3 indicate how continued investments in operations and maintenance over time in support of NMSU Grants programs and services.



Figure 2B.3: Ten Year Operations and Maintenance Expenditures, Grants Campus, 1997-2007.

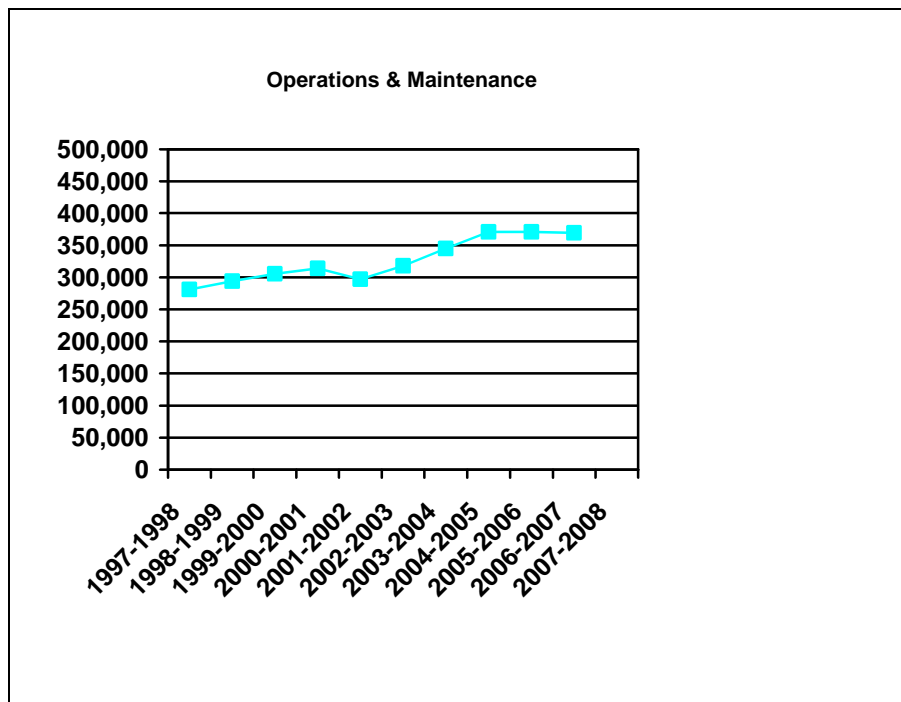


Table 2B.3: Ten Year Operations and Maintenance Expenditures, Grants Campus, 1997-2007.

Category of Expenditure	Actual Unrestricted Expense 1997-1998	Actual Unrestricted Expense 1998-1999	Actual Unrestricted Expense 1999-2000	Actual Unrestricted Expense 2000-2001	Actual Unrestricted Expense 2001-2002	Actual Unrestricted Expense 2002-2003	Actual Unrestricted Expense 2003-2004	Actual Unrestricted Expense 2004-2005	Actual Unrestricted Expense 2005-2006	Actual Unrestricted Expense 2006-2007
Operation & Maintenance	280,997	293,844	305,177	313,881	296,970	317,862	344,792	370,739	370,659	369,380

One other state-level program which impacts NSMU-Grants is the tuition credit system. New Mexico recoups a credit for tuition at all public institutions of higher education. This system creates problems in programs such as the dual enrollment where high schools students are provided a tuition waiver and the college is subsequently credited for the tuition even though it did not receive it. The first state law mandating dual enrollment in New Mexico took effect July 1, 2007. From that law a joint New Mexico Higher Education Department and Public Education Department (K-12) Dual Enrollment Task Force was set up in Summer 2007 to develop a standard agreement for use by higher education and the K-12 system. The Task Force is encouraging higher education institutions to waive tuition for dual enrollment students with the anticipated relief of having the tuition credit returned to their budgets. **Consistent with the Task Force recommendations, the New Mexico Higher Education Department has requested dual enrollment waiver funding for FY 08-09.** The NMSU Grants CEO is an appointed member of this statewide Dual Enrollment Task Force. **The Task Force recently held a hearing on the Dual Enrollment policies with finalization of results anticipated in 2008.**

NMSU Grants has received major capital improvement funding from the New Mexico State legislature for the acquisition, renovation and construction of additional instructional facilities to meet its growing program needs. For example, NMSU Grants will use \$250,000 in capital expenditures appropriated by the New Mexico State legislature (in 2006) for such projects as the acquisition and renovation of the former bank building to accommodate the new the SBDC.

Also in 2006, special legislative funding of \$400,000 is being used for a three-part phase to remodel the campus library, which will include new student study rooms and a classroom area for library instruction. Other significant development projects include \$2.5 million in renovations, which began in Fall 2007 to renovate the campus' last two 1960-era metal buildings, McClure Hall and Joe Fidel Activities Center. These renovations are funded from a combination of BR&R funds and special legislative appropriations.

NMSU Grants has successfully sought federal grant dollars, including dollars under the U.S. Department of Education Title V Program (five-year, \$2 million, ending 9/30/07) and the Carl D. Perkins Act (approximately \$30,000). NMSU Grants has also received \$30,000 from a service-learning grant. This grant will be used to partner with Central New Mexico Community College in Albuquerque to incorporate a service-learning culture on campus, implement service-learning in academic programming and increase civic engagement of our students.

In cooperation with the College of Nursing BSN program at the NMSU main campus and the Cibola County General Hospital, NMSU Grants will receive \$80,000/year from the hospital to fund the clinical components of a BSN program in Cibola County. The campus has also received a legislative appropriation of \$50,000 to fund a wellness center. In addition, NMSU Grants has received several grants (Workforce Investment Act/\$30,000) and legislative funding (\$50,000) to fund the Creative Media program. Since the city of Grants is located one hour from Albuquerque, New Mexico's largest urban center, where two large film studios are located and a third planned, our students will be able to access career opportunities in the burgeoning New Mexico film industry.

With the majority of state and federally owned land base coupled with the large tribal land base holdings, there is a limited private land base from which to build revenue to support NMSU Grants. The local public schools receive funding support from the federal government to offset the limited taxable land base in Cibola County. Funding support of this nature is not available to higher education institutions in areas surrounded by large state/federal/tribal holdings.

In conclusion, NMSU Grants is working with strong support from the State of New Mexico to expand its capacity to serve the people of Cibola County, both through traditional programs and programs designed to meet unique local needs.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

NMSU Grants participates in a continuous process of program evaluation and assessment through a number of mechanisms. Committees of faculty and staff undertake an ongoing process of reviewing institutional effectiveness and reporting concerns and giving recommendations to the administration. Any changes in programming are reviewed through a collaborative process between the NMSU Grants Advisory Board and the NMSU main campus.

At the individual course level, courses are conducted according to a syllabus that conforms to the format mandated by the faculty handbook. All courses are subject to student evaluation and these results are considered in reviewing course and instructor effectiveness. The Institutional Research Officer for NMSU Grants coordinates the student evaluation process each semester and provides the results to the Campus Academic Officer. The NMSU Grants Institutional Research Officer administers the National Community College Survey of Student Engagement (CCSSE). Administration utilizes the results as a basis for enhancing services to students. Having NMSU Grants listed as one of the top 30

community colleges across the nation based on the CCSSE survey has been validation of the efforts of the campus community to improve student retention and success.

In an effort to improve access to financial aid services the Campus Student Services Officer (CSSO) and CSSO staff are currently involved in training by the NMSU Financial aid staff in order to launch on-site financial aid processing by Spring 2008.

While much of the community-based program evaluation is informal, it is an ongoing, intimate aspect of the administration at the NMSU Grants campus. The CEO and CAO meet regularly with community stakeholders, potential employers, advisory committees, public school representatives, potential donors, and students to solicit their opinions regarding needs and resources. The CEO, CAO and CFO serve on many community boards and committees. For instance, the CEO is the incoming (2008) Chair of the Grants/Cibola County Chamber of Commerce and a member of the Cibola Economic Development Foundation. The CEO was appointed by the Mayor of the City of Grants to serve on its 2007 comprehensive planning committee charged with developing the city's master plan. The CFO is a new member of the Cibola County General Hospital board, having been appointed after funding support was received for the NMSU College of Nursing to develop the distance education program. The CFO also serves on several other non-profit boards and is involved in many local scholarship selection committees. The SBDC Director is involved in many tribal economic boards that are charged with building the economic/community initiatives of the local tribal enterprises.

These on-going community relationships have provided the guidance for many of the initiatives at the campus such as: relocation of the Small Business Development Center; expansion of dual enrollment offerings; the increase in digital graphics/creative media within the computer technology field; program funding support from Cibola County General Hospital for the BSN program; expansion of the COTA Program to a Junior Officer League Training (JOLT) Program as a special dual enrollment program; and expansion of the Adult Basic Education/GED program. Furthermore, a new partnership with the city of Grants for a Community-Public library is in its early stages. The college CEO led a writing team to develop a grant proposal, which was submitted to the Burlington Northern Santa Fe Railway Foundation (BNSF) for the community-public library concept. The grant writing team included the public library board members, the public librarian, and the NMSU Grants librarian (a new member of the public library board). In November 2007, BNSF announced funding for this grant in the amount of \$200,000, to be utilized for design services for a new Community-Public library facility. Additionally, a local group has donated a 40,000 square foot building to the city of Grants and the college is re-appropriating \$400,000 in state legislative funds for renovation of the donated facility. This facility is especially important because it is across the street from Grants Public High School and walking distance to NMSU Grants. With its proximity to the feeder high school it will also lend itself to the dual enrollment program expansion, as well as providing a possible off-site facility to develop more academic and ABE/GED programming.

An annual capital projects planning process has been created with the support and collaboration of the NMSU Facilities Department and presented to the New Mexico Higher Education Department Capital Project Committee.

*Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

As noted in 2c above, planning at NMSU Grants is an open, transparent process that involves members of the campus community (Campus Council, Administrative Council), the Advisory Committee, career/technical and academic

program advisory committees, students and community stakeholders. Faculty and staff committees play a significant role in planning for program change, evaluating program effectiveness and communicating needs to the Administrative Council. In addition, input is sought from students, community representatives, business leaders, leaders and members of the various tribal communities, unique cultural communities in the region and the local public school district. The administration's meetings with the college's Advisory Board are openly advertised providing a forum for greater community understanding of the campus and ensuring that the campus leadership's actions are consistent with our mission. In addition, the CEO publishes a monthly column in the local newspaper sharing educational news and ideas with the local community. A monthly newsletter, The Grants Gram, features stories about NMSU Grants, which are disseminated both within and outside of the campus community. Also, the CEO does a weekly half-hour radio show with the local KD radio station on relevant news.

### Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission. NMSU Grants strives to ensure that its courses and programs effectively serve its students. Not only are effective teaching and a supportive learning environment essential to student success, but also continuous evaluation of the various educational programs and their components is also important. Although the process of program assessment is evolving, it is already helping to drive the planning for educational and career/technical offerings and resource utilization. Examples of this include: the combining of the former Business Office Technology degree into the more advanced business and computer technology offerings; the creation of a certificate in Creative Film (Media) Technology; a new Associate degree in Tourism Services; and the creation of a seamless pathway for graduates of the NMSU Grants Corrections Officer Training Academy (COTA) into a certificate and degree program in Criminal Justice. Additionally, NMSU Grants has made progress in incorporating a culture of service-learning throughout the curriculum based on the principles of service-learning defined by Learn and Serve America. See <http://www.learnandserve.org/>. To enhance service-learning, the college has created and recently hired a part-time Service Learning Coordinator.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Each certificate and degree program at NMSU Grants has gone through a process of formal approval which involves input from program faculty, the NMSU Grants Advisory Board and a rigorous formal review and approval process through the NMSU system. In addition, certain licensed or certified programs must meet the standards required by external bodies such as the National Automotive Technicians Education Foundation (NATEF), the New Mexico Board of Licensing (CNA program), and the COTA program for correctional officers.

NMSU Grants' general education programs have been aligned with the New Mexico state-wide general education matrix for lower division general education programs. Course content and learning objectives are aligned with the requirements for inclusion in the particular content area for which they have been approved and are subject to review by the task forces and committees overseen by the New Mexico Higher Education Department. In addition, particular transferable associate degree programs such as Early Childhood Education, Teacher Education, Human Services, Criminal Justice,

and Business meet the program standards supported by the New Mexico Higher Education Department while associate degrees in math, science, social service are aligned with NMSU's requirements for transfer onto the main campus.

### Core Component 3b: The organization values and supports effective teaching.

The Chief Academic Officer (CAO) who is also responsible for considering retention, tenure and promotion decisions evaluates faculty teaching. The CAO meets individually with full time faculty as part of their annual evaluation process. In addition, program managers (the approximate equivalent of department chairs) oversee the effectiveness of part-time faculty. Student evaluation is also a significant part of the faculty evaluation process. Thus, students at the end of each course evaluate all faculty with an evaluation process managed by the Institutional Research Officer.

Effective teaching is the most important component of promotion and tenure review. In addition, individual faculty are recognized each year for teaching excellence. The NMSU Roush teaching award is given every year by NMSU and the community college campuses participate by nominating qualified candidates. This past academic year three NMSU-Grants faculty were recognized for excellence in teaching and rewarded with salary compensation.

### Core Component 3c: The organization creates effective learning environments.

NMSU Grants maintains and has continued to improve its open computer labs, study centers, tutoring programs (including peer tutoring and professional tutoring), developmental learning center, and the Student Success Center (tutoring center). The campus maintains an Educational Resource Center for teacher education majors, a Title V initiative Math Tutoring Lab with peer tutoring overseen by the Math faculty program manager, and a range of developmental studies courses in composition, math, and college success. The Plato software learning tutorial system is available in the Student Success Center tutoring lab to support student success. Computers are located throughout campus to support student/community access to technology. They are located in the Library, a Cybercafe in the student lounge area and outside the Student Services offices to enable students to access the federal financial aid online application.

### Core Component 3d: The organization's learning resources support student learning and effective teaching.

NMSU Grants' adherence to this component is largely covered above. One instructional television studio is housed in Martinez Hall and utilized by distance education students (BSN/Education/Human Services students of NMSU) and for staff/faculty training opportunities. Upon completion of the McClure Hall renovation a second instructional television studio equipped with Interactive Television (ITV) will be operational. As distance education programs continue to grow, the need for more ITV studios is vital to avoid class scheduling conflicts. NMSU Grants continually updates and expands library resources, particularly its substantial online databases. Greater collaborative relationships are being developed with NMSU to support distance education student library needs. Students and faculty are provided with training in the use of the library resources including using various databases and Internet for research. The campus library has begun a three phase plan for renovation (with \$400,000 in current support) to include a classroom for library instruction and quiet study room areas. Students are encouraged to use the computer labs as sites for on-line research and writing papers. NMSU Grants faculty are offered professional development opportunities each year and are able to



participate in NMSU training opportunities as well. Every full-time faculty office has a personal computer with Internet connectivity and laptops are available to borrow for staff/faculty usage.

#### Criterion Four: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

The administration at NMSU Grants has a commitment to meet with its Advisory Board quarterly to discuss the learning needs and interests of public school students and their graduates. Tuition is kept as affordable as the state funding system allows, and efforts are made to provide courses at times and places accessible to the working public. The 2007 upgrade of the adult education program into a new, expanded classroom/computer laboratory space is specifically geared towards meeting the needs of adult learners, as is the use of the campus as a site for upper division distance learning programs from NMSU. These programs include: the Teacher Education, Human Services, Criminal Justice and BSN program(s).

In addition, NMSU Grants supports professional development for faculty including funding support, opportunities for faculty to take advantage of local and regional workshops, and the option to take sabbatical leave. Some additional examples are listed below: during the past two summers, students and community members have been involved in a digital film workshop with the PAH-Fest (Project Accessible Hollywood) film festival; faculty members routinely participate in state conferences such as the NMSU Community College Round Up and the New Mexico Higher Education Assessment and Retention Conference (NMHEAR); in 2007, the faculty Program Manager for Mathematics participated in a summer internship with the United States Department of Agriculture in Washington, D.C.; the Hispanic Serving Institutions (H.S.I.) Kika de la Garza Fellowship Program that introduces H.S.I. staff/faculty to the array of federal grant resources, student scholarships, internships and career opportunities (for students); and in 2007, a faculty member participated in the Geographic Information System (GIS) training in Denver.

Further, a team of seven staff/faculty participated in the Institute for Higher Education Policy (IHEP) 2007 Summer Academy "Cultivating Access & Success for Students of Color – Inspiring Communities of Learners" where they met many of the Lumina Foundation funded colleges. During this Academy they were exposed to prestigious higher education experts such as; Dr. Vincent Tinto (student retention) and Dr. Clifford Adelman (of Toolbox fame). This team was charged with looking at the needs of students and how the campus can better address these needs. The CEO and CAO participated with the team on a staggered basis. The team members were selected to represent a broad range of interests on campus. The team has been named "The Incredibles". As a result of their participation in the Academy, the Incredible Team committed to developing a 'learning community' with 'linked courses' to be launched as a prototype in Spring 2008.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its

### educational programs.

General education offerings at NMSU Grants have increased and are aligned with the area competencies recognized by the New Mexico Higher Education Department. General Education courses are included in all degree programs. In an effort to enrich and broaden the curriculum NMSU Grants has recently hired a full-time faculty to teach in the studio arts to build upon the culturally-rich art indigenous to this region and to cultivate relationships within the large entrepreneurial art market in New Mexico.

### Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

One of the challenges in the academic structure at NMSU Grants is the over-reliance on informal processes to conduct the academic business of the campus. Formalization of academic processes would create a more measurable record of accomplishments. For example, although a formal curriculum committee does not exist, the faculty program managers for the various subject areas meet on an ongoing basis with the Campus Academic Officer to discuss and review possible curriculum changes. This allows for the curriculum to evolve, reflecting necessary changes in prerequisites of degree programs, changes in technology, and changes in pedagogy. The review of student evaluations and dialogue with potential employers informs the internal review of programs. Likewise, the state-wide process of setting common competencies in general education courses and in various transferable degrees has had a positive impact on NMSU Grants' programs and has led to appropriate curricular changes. The creation of the Campus Council in Fall 2007, as a broad-based committee tool to improve processes and foster expanded communication across campus is a direct result of both the Incredible Team recommendations and the on-going commitment of the Administration to improve planning processes. A stronger relationship between the NMSU Grants Advisory Committee and the Superintendent has fostered greater collaboration with the local school district in support of dual enrollment and grant initiatives. NMSU Grants created the linkage for the Grants/Cibola Schools to participate in a New Mexico Higher Education national Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) grant and have provided our campus for student placement testing on our campus as part of the Gear Up initiative.

Plans are currently underway to collaborate with the NMSU College of Arts and Sciences in conjunction with the Institute in Zacatecas to initiate the first international academic opportunity for NMSU Grants students. This will be a four-week, study-abroad program, which will enable our students to travel to Zacatecas, Mexico and live with local families.. NMSU Grants' students will be recruited to participate with the NMSU student cohort and will be able to obtain 6-9 academic credits. This special international experience will expand their understanding of the global community and immigration issues. Zacatecas is the birthplace of the Spanish language spoken in New Mexico and has a long history as the trade route via the Camino Real.

### Core Component 4d: The organization provides support to ensure that faculty; students and staff acquire, discover and apply knowledge responsibly.

NMSU Grants adheres to the university-wide plagiarism policy. This policy is promulgated to faculty and students and every effort is made to ensure that it is understood. Plagiarism is addressed in the NMSU Grants Student Handbook and the College Librarian facilitates workshops for students on plagiarism each semester. Also, NMSU Grants



staff/faculty/students, as well as the community have access to the NMSU EthicsPoint® hotline. Any concerned person may make an ethics inquiry or ethics complaint anonymously. When appropriate, the NMSU EthicsPoint® hotline will activate an immediate response from community college administration – a safeguard that helps maintain a climate of compliance and anonymity for the complainant.

NMSU Grants supports faculty inquiry through professional development and sabbaticals. In addition, NMSU Grants encourages students to engage in original work, like that associated with PAH-Fest and participation in an active student government program. Students are encouraged to participate in internship and scholarship opportunities. For instance, in 2007, an NMSU Grants student government officer participated in a summer internship in the Office of U.S. Senator Jeff Bingaman in Washington D.C.

### Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

NMSU Grants engages in outreach to its constituencies in a number of ways, which have already been discussed, but will be reaffirmed in this section. As noted in the introduction Cibola County is a region with a number of economic development issues and a high level of personal poverty. Thus, much of the service for the community undertaken by NMSU Grants involves making educational opportunities available to a largely low-income, academically under-prepared student population.

In directly serving our community, NMSU Grants recently expanded and upgraded its facilities for adult education which house the ABE and GED program. A recent decline in ABE enrollment has been offset by a surge in GED enrollment, suggesting that the target population is seeking a higher level of education. The Daniels Fund Opportunity Scholarship writing team included the College's ABE/GED Director, the CAO and CEO. The primary target population for the Daniels Fund Opportunity Scholarships will be GED graduates who wish to access the college's academic or career/technical programs on a part-time basis.

NMSU Grants' working relationships with the public schools, local businesses, and the public library and with potential employers not only supports enrollment at NMSU Grants, but also acts as a catalyst to enhance the economic viability of the region.

In the CCSSE data for 2004 and 2006, NMSU Grants students consistently report a higher than average degree of engagement and satisfaction with learning. Students value the availability of faculty, the intimacy of the campus and the opportunity to take challenging courses in their community. Again, what NMSU Grants provides and students appreciate, is the opportunity to receive an accessible, high quality education. Currently two Gates Millennium Scholars are students at NMSU Grants.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

NMSU Grants administration meets regularly with its Advisory Board, the administrators of area public schools, the Chamber of Commerce, the local Rotary Club, area legislators and with pueblo and tribal government representatives. These meetings are productive and reflect programmatic decisions, such as the acquisition of a facility for the Small



Business Development Center, the expansion of the dual enrollment program, exploration of sites for service-learning, and a community public library partnership with the City of Grants/County of Cibola/Village of Milan.

The CEO participates as a team member on the Grants/Cibola Chamber of Commerce and Cibola Economic Development Foundation when site visits occur from prospective employers seeking to locate their operations in the region. The CEO and CAO seek to support employer workforce training by attending City Council meetings to discuss business development and both attend career/technical Advisory Committee meetings. As an appointed member, the CEO has participated on the 2007 City of Grants Comprehensive Planning Committee.

NMSU Grants has an active student government organization. The Associate Student Government consists of student officers elected by the student body, a faculty advisor and a staff advisor. The student government is invited to meet with key administrative staff such as the CEO, CAO and CSSO to share their ideas and concerns about the operation of the campus, and they are represented on the Campus Council. A student government representative is also asked to participate in the NMSU Grants Advisory Committee quarterly meetings. Student Government also participates in recruitment fairs and activities on the main NMSU Campus.

NMSU Grants participates in the CCSSE and evaluates student response patterns as part of its campus evaluation and review process.

**Core Component 5b: The organization has the capacity and commitment to engage with its identified constituencies and communities.**

NMSU Grants has developed on-site programs at Pine Hill in the Navajo Nation. The administration has participated in meetings with tribal officials at Laguna, Acoma Sky City, etc., discussing needs for tourism services programs, early childhood education and other educational programs. The CAO has held meetings with the principals of Laguna/Acoma High School and Cibola High School to assure that these schools and their students can participate in the dual enrollment program.

The ABE/GED program at NMSU Grants responds to the community's need for basic education and the first step toward viable employment. NMSU Grants' administration is in communication with Temporary Assistance for Needy Families (TANF) and Workforce Development to help students obtain GED/ABE training for their clients. The GED/ABE program was moved to a renovated, expanded and improved facility. Student satisfaction with these changes is reflected in the increased enrollment, particularly in the GED program.

**Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

This core component has largely been discussed in previous sections, but to reaffirm our accomplishments in serving our community, a list is provided below:

NMSU Grants has made changes in its dual enrollment program by gaining Regents approval to waive tuition for dual enrollees; expanded its ABE/GED program; improved computer and library research facilities; acquired a facility for the Small Business Development Center that will be utilized as a workforce training site; established an accessible wellness center on campus with the renovation of the Joe Fidel Activities Center; and collaborated with potential employers

regarding focused career/technical education for newly arriving industries (manufacturing housing and uranium mining). These efforts are on-going as NMSU Grants continues to work in partnership with various sources to support the educational and socioeconomic betterment of its community.

#### Core Component 5d: Internal and external constituencies value the services the organization provides.

The community has expressed its appreciation for the services offered by NMSU Grants. The NMSU Grants website includes statements of support from students and community members. In addition NMSU Grants has received documented support from many community groups and members. In the CCSSE, NMSU Grants students have reported a higher than average level of engagement with learning and satisfaction with their learning experience. This has propelled NMSU Grants to be one of the top 30 community colleges in the nation and the only New Mexico community college on the list. In addition, NMSU Grants has considered student feedback from this and other sources to inform our campus-wide planning process. For example, the CEO initiated a 'Take A Student to Lunch' on a monthly basis to provide students with one-on-one opportunities to ask questions, voice their concerns and share their experiences. The CEO and CAO also meet with Student Government each semester. A new feedback loop will be created with Student Government and the CEO to promote on-going dialogue and timely responses to student government requests through their participation in the Campus Council.

#### Conclusion

As a part of the New Mexico State University system, NMSU Grants is a community-centered two year college serving a rural, culturally diverse, economically challenged region of New Mexico. We are led by an administrative team that is committed to the college and community it serves. Each officer of the NMSU Grants leadership team is dedicated to providing the Cibola County community with an institution of higher education that acts as a catalyst for educational advancement and economic/community development, providing uninhibited access for its residents to future career paths. NMSU Grants looks forward to the review and oversight process that follows in this accreditation cycle and we will continue to assess the needs of our constituents in order to better serve the people of Cibola County, the State of New Mexico and the national and global community in the 21<sup>st</sup> century as an educational leader and innovator.

