

NMICC

NEW MEXICO INDEPENDENT COMMUNITY COLLEGES

PROMOTING COLLABORATIONS AND EFFICIENCIES IN NEW MEXICO'S SYSTEM OF HIGHER EDUCATION: A Proposed Path Forward

Presented to the Legislative Finance Committee Staff by the New Mexico Independent
Community Colleges

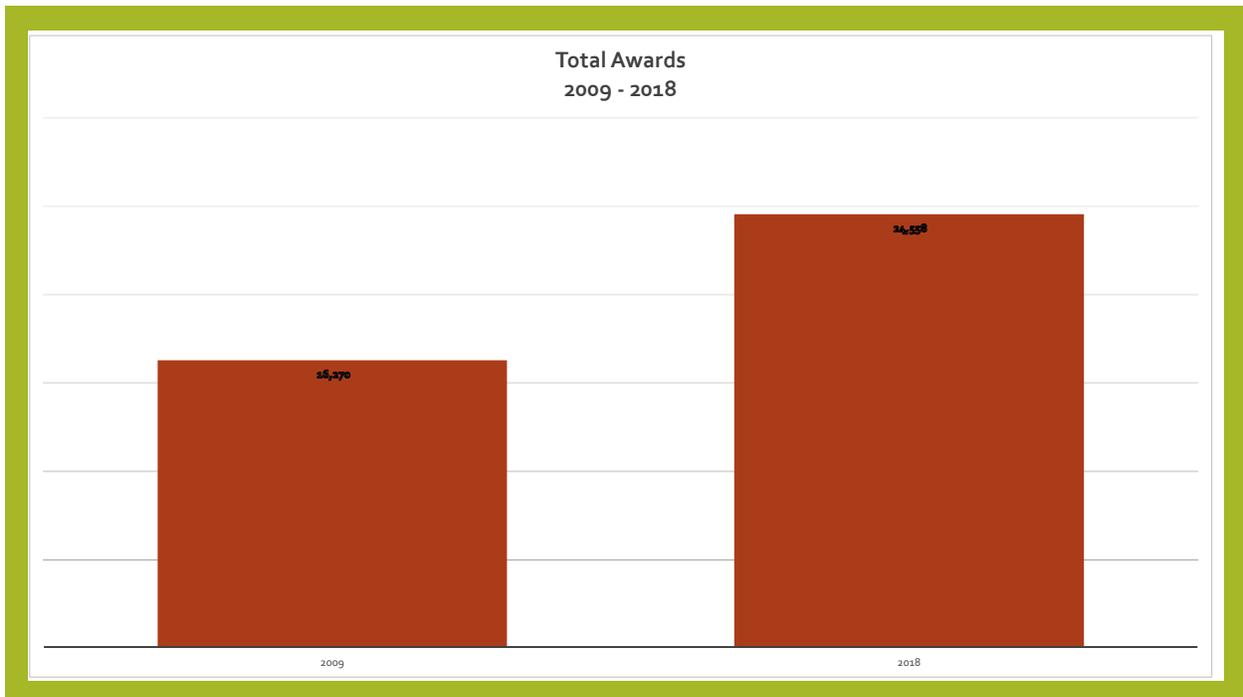
October 20, 2020

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The New Mexico Independent Community Colleges (NMICC) appreciates the invitation by Legislative Finance Committee staff to submit this report on our views and perspectives of how New Mexico can reduce friction in its system of higher education, build efficiencies, and ultimately improve student success. This report offers an NMICC view of New Mexico’s higher education landscape and provides numerous suggestions for how we move forward collaboratively for the benefit of students and for the betterment of New Mexico.

Since 2009, New Mexico’s colleges and universities have made outstanding progress in seeing students through to graduation. Graduation rates have improved. As can be seen in the chart below, from 2009 to 2018, total awards to students have increase by 51% from 16,270 per year to 24,558.

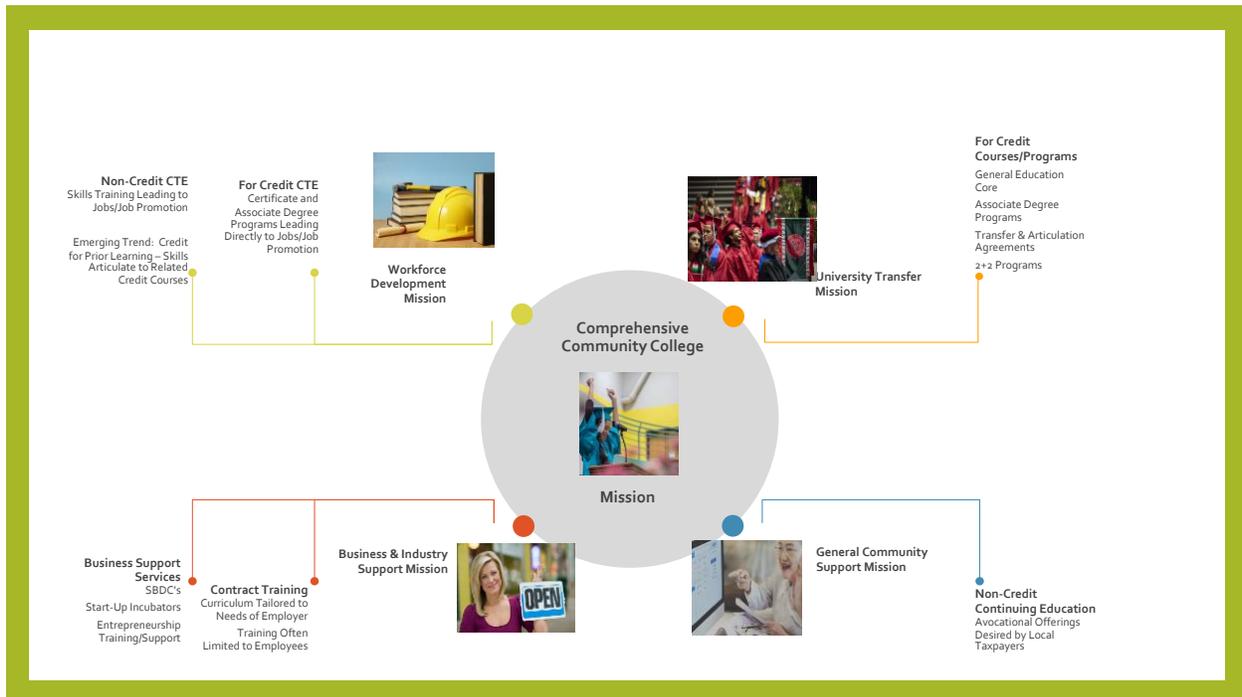


Clearly, great progress can be achieved when higher education institutions, the Higher Education Department, the Governor, and the Legislature all align on a common goal. ***New Mexico’s colleges and universities know what needs to be done to get students through to the finish line.*** Doing so is labor intensive. Especially when serving first-generation college students, full wrap-around support services are required to guide students toward their goals. Colleges and universities need resources to do this. Consequently, ***we must look for ways to streamline our operations and reduce back office overhead in order to reallocate resources to direct student support.***

While the progress in increasing awards to students is exciting, much more can be done to improve our system of higher education for the benefit of students. The goals for higher education most typically discussed at the state level align with only one of the elements of a community college’s mission. That is the element focused on awarding associate degrees to students and the transfer of those students on to universities to further their education. This is important! But it is only one aspect of a comprehensive community college’s mission. It is important to fully understand the community college mission in order to best define goals and expectations for this sector’s role in a robust higher education system with reduced friction.

Mission and Role of Community Colleges

Comprehensive community colleges provide quality education and training based on the needs of the communities they support. Their mission incorporates multiple components including university transfer, workforce development, direct business and industry support, and sometimes general community support in the form of continuing education and other services. The chart below depicts the significance and breath of the comprehensive community college mission.



In the past, community colleges traditionally focused on either a workforce development mission – often in what was called technical & vocational institutions, or a university transfer mission – through what was sometimes referred to as junior colleges. Nationally, throughout the 1980's and 1990's, the trend was to move to the “comprehensive community college” mission where community colleges offer a mix of workforce training and university transfer options. New Mexico joined this national trend in the mid-1980's when statutory changes allowed technical-vocational institutes to offer associate degree programs leading to transfer. Now, mission emphasis or the weighting of workforce programs and university transfer programs is unique to each community college depending on the specific needs of the community they serve.

Community colleges also serve as a catalyst for economic development. As a part of their business and industry support mission, they train entrepreneurs, provide support for start-up businesses, provide customized training through contracts with employers to help employees stay current with emerging skills, and in New Mexico, they house our state's Small Business Development Centers (SBDC).

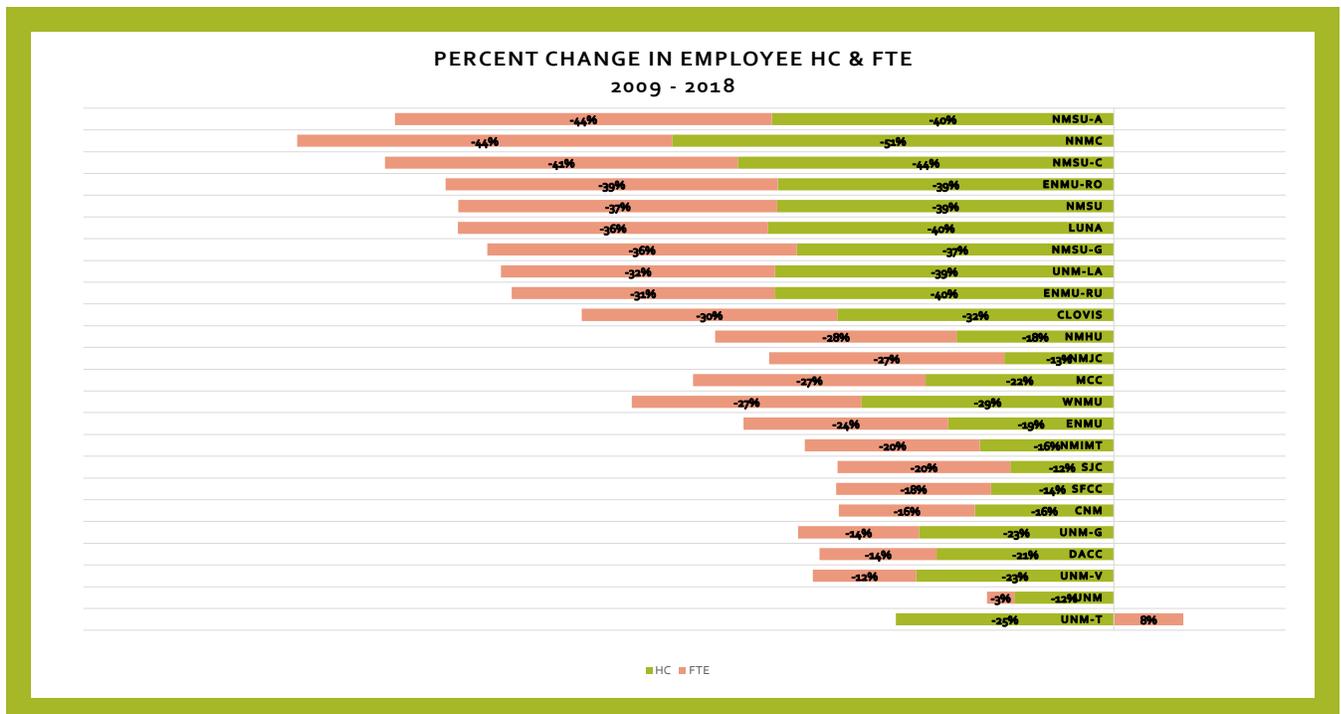
Finally, community colleges also seek to improve the overall quality of life in their communities through their general community support mission. Based on local demand, community colleges sometimes offer continuing education programs that enhance the quality of life for the residents of the community. Generally, these programs are paid for by students enrolling in the continuing education courses and by

local tax revenues. Examples include art classes, fitness courses, or computer classes that are of interest to retirees.

The rich and diverse mission of the comprehensive community college makes it a hub that can align strategies of a state’s higher education sector, public education sector, labor department, and economic development department. ***When viewed holistically from the state level, New Mexico’s community colleges can and should be seen as a central component of an overall strategy to diversify and expand our state’s economy and to increase stability in state general fund revenues.***

The New Mexico Higher Education Landscape: A Case for Collaboration

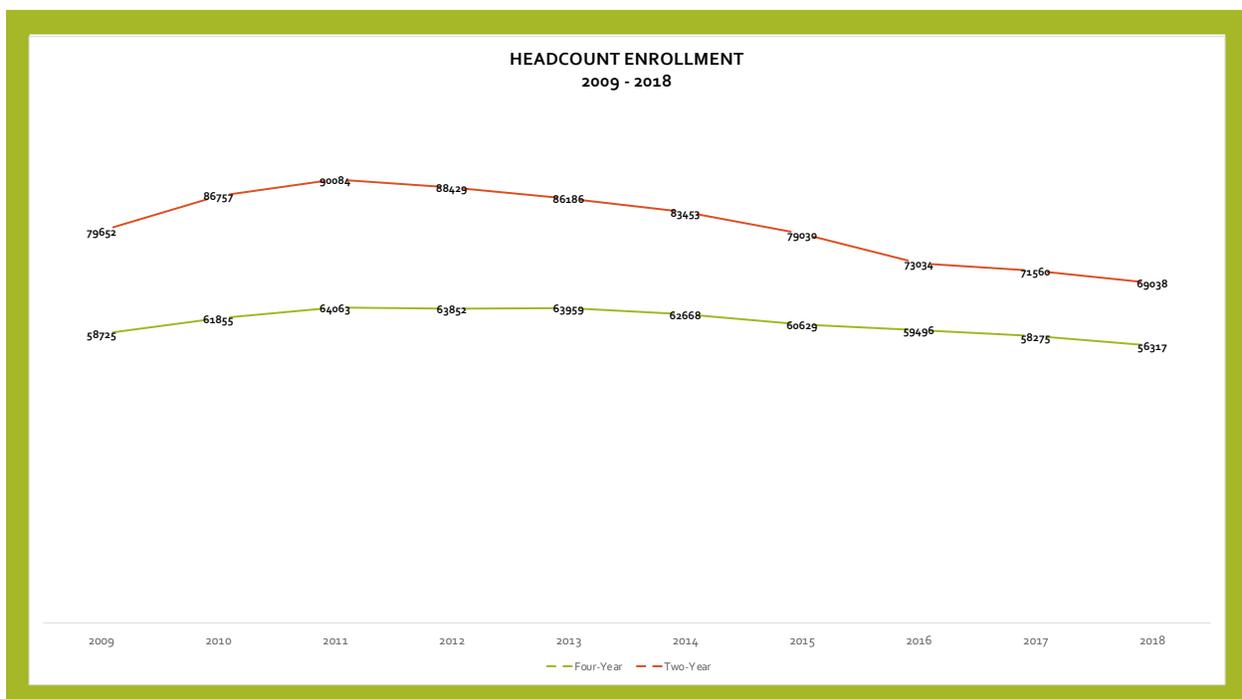
Ever since the Great Recession beginning in 2008, higher education has faced significant cuts in state appropriations combined with wide swings in enrollments. Across the country, community college enrollments typically follow the trajectory of the labor market. When unemployment is high, enrollment goes up. When unemployment is low, enrollment goes down. Especially in the years between 2010 and 2013, enrollments spiked at the very time that state appropriations were being cut. Community colleges made the necessary adjustments to survive during that difficult time. Colleges all cut expenses in areas such as travel, employee professional development, and equipment purchases. Maintenance projects were deferred. But since more than 75% of college budgets are made up of personnel expenses, *many* positions in both community colleges and universities were cut as well. Through retirement incentives, natural attrition, and layoffs, ***New Mexico colleges and universities have cut a whopping 5,631 positions between 2009 and 2018.*** The following chart shows the percentage reduction in both headcount and FTE employees by institution over that time period.



Source: IPEDS and UNM

Now, in the midst of the COVID-19 pandemic, we must layer on an unprecedented level of uncertainty. Traditional enrollment patterns no longer apply. Typical community college students are individuals in their late twenties, working to support themselves and often to support their own children, and they are going to school part-time to better themselves, move forward in their careers, and to ultimately provide a better life for their families. The pandemic has resulted in students questioning whether college should remain a priority as they navigate how best to help their own children adjust to online and hybrid learning in the public schools. They are also questioning whether flexing a work schedule to continue in college is advisable or whether this might increase the likelihood that they are laid off as their employer struggles to keep their business afloat.

The chart below shows the increase in enrollment during the years of the Great Recession followed by first a leveling off to pre-recession levels. Then, in years 2016 through 2018, unemployment reached historically low levels in New Mexico and throughout the country. Consequently community college enrollments dipped further. ***But due to the uncertainty of the pandemic, community colleges will continue to see declines in enrollment until there is a greater level of certainty around child care, public school schedules, and employment. At that point, enrollment is predicted to increase until overall unemployment levels return to the levels seen prior to the pandemic.***



Source: CUP reports

Additionally, for many years, legislators and state policy makers have questioned whether New Mexico may have over built its system of higher education. Does New Mexico have more institutions than it can reasonably support? Community colleges think about this question differently. Community colleges ask “how can we better leverage the investment our state has made in higher education to revitalize communities and grow the tax base?”

The following table makes comparisons between New Mexico, Arizona, and Colorado higher education systems.

	New Mexico	Arizona	Colorado
Total 2019 Population Age 18+	1,620,991	5,638,481	4,499,217
State Higher Education Institutions (HEIs)	24	29	31
State HEIs per 100 thousand people age 18+	1.5	0.5	0.7
Number of Degree & Certificate Programs	1,902	4,012	3,932
Degree & Certificate Programs per 100 thousand people age 18+	117	88	71
State land mass in square miles	121,598	114,006	104,100
Number of square miles per HEI	5,067	3,931	3,358
Sources: LFC analysis of U.S. Census, Higher Learning Commission, and HEI website information and https://www.netstate.com/states/tables/st_size.htm			

When examining the number of institutions on a per capita basis, it would appear that New Mexico has a relatively large number of institutions compared to Arizona and Colorado. Yet at 24 total higher education institutions (HEIs) New Mexico has the smallest number of total institutions compared to those same states. Similarly, on a per capita basis, New Mexico would appear to have a large number of degree and certificate programs. But does that even matter? Overall, New Mexico offer over 2,000 fewer programs than Arizona and Colorado! Based on this view, one might question whether New Mexico has enough program diversity to truly drive our economy. For example, Arizona and Colorado community colleges have invested in the development of manufacturing industry certification programs. Major employers such as Intel require these certifications. At 1,902 programs in New Mexico, are we doing enough to attract a variety of diverse employers to our state? How can community colleges collaborate to add those programs in an efficient and affordable manner?

And finally, this table shows that New Mexico has the fewest number of HEIs per square mile compared to Arizona and Colorado. New Mexico should be proud of its long term investment in physical access to higher education. At the same time, we have a very large land mass – 5th largest in the nation. State policy makers sometimes ask if we need to maintain good physical access given the growth in online education. While this is an issue worth exploring, community colleges wonder, as online education expands, how can we shift our physical resources to better support other aspects of our mission such as hands-on CTE training, support services for business and industry, and one-stop shops to grow in our role as the community hub for labor market and economic development efforts? ***How can we better utilize our assets to promote growth in our tax base to leverage the incredible investment our state has already made in higher education?***

Community colleges consider all of these landscape challenges – environmental strengths and weaknesses - in the context of the fact that both the pandemic and poor market conditions in the oil and gas industry have negatively impacted state general fund revenues. Like our partners in CUP and

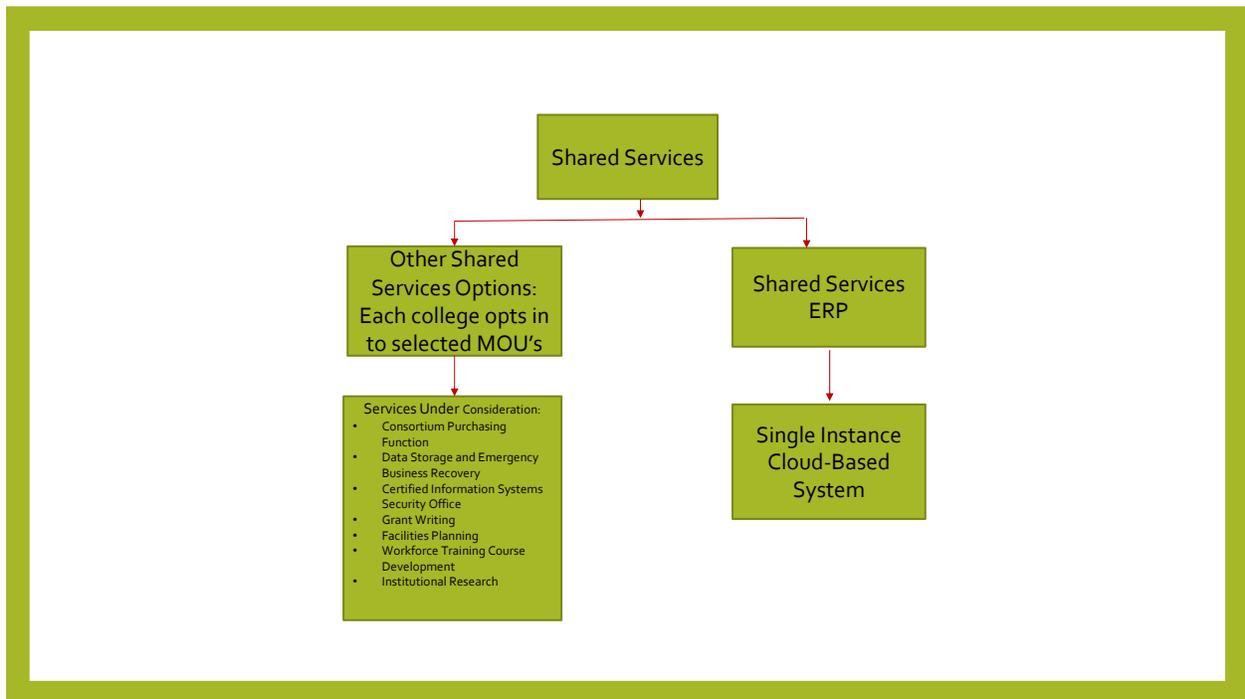
NMACC, NMICC colleges are clear that our state is facing serious budget challenges. We know we must do our part to live within available state resources while also continuing our significant progress in improving student success. The NMICC recognizes that we must leverage our strengths and seek efficiencies through partnerships and collaborations in order to move forward. But we must do so in a way that builds on the strong connection between our colleges and our communities because each region of the state, and each community within each region, have unique needs in how they will approach the strengthening of those local economies. How do we live up to the state’s reasonable expectation that we find efficiencies in higher education, improve student success, and still build on the unique needs of our individual communities?

Following is the NMICC vision for a path forward.

Bold Ideas – Action Items and Opportunities for Collaboration

I. Action Items Currently In Progress by NMICC Colleges

- Shared Services: Overall, Shared Services is an initiative whereby interested institutions develop formal partnerships in a variety of areas to leverage existing expertise for the benefit of all. The following chart describes NMICC’s approach to Shared Services.



1. Shared Services ERP

The Shared Services ERP initiative has been presented to LFC staff in the past. At this point, Phase 1 of the project is well underway. Currently, there are seven NMICC colleges engaged in the project. They include: Clovis Community College (CCC), Central New Mexico Community College (CNM), Luna Community College (LCC), Mesalands Community College (MCC), Northern New Mexico College (NNMC), San Juan College

(SJC), and Santa Fe Community College (SFCC). Four of those colleges – CCC, CNM, NNMC, and SFCC – have already signed a formal Memorandum of Agreement to participate in the project. SJC is expected to sign on in the coming weeks. And the remaining two colleges – LCC and MCC – intend to sign on once key institutional priorities and issues are resolved.

Through this project, the participating colleges will collaborate to align key business processes and systems using a common more secure and more efficient enterprise resource planning (ERP) software system as the foundation. But the project is so much more than just the implementation of a major new software system.

This project will completely transform the student experience and will modernize and streamline operations for colleges. Imagine a system where institutions maintain their independence and uniqueness based on the needs of their local communities, but where there is one student record throughout the system, with attributes attaching that student to a particular college. There is one common application for admission where a student can “check the box” for any institution they may be interested in attending. There could be a seamless transfer from one institution to another without having to submit a new application for admission. Rather, the student just requests a change to the list of institutions to whom they can access courses. Imagine a system where the student receives one bill and one financial aid distribution even if that student is attending multiple institutions within the system. Imagine a system where a student can select courses from multiple institutions to stay on track toward graduation while also working around complex family and work schedules. Even imagine a system where there is one course with one instructor, but it is offered in the catalog of multiple institutions.

Furthermore, think forward to the efficiencies created by aligning common back-office processes. There could be one payroll run for multiple colleges, one procurement process for all institutions, one employee record even for faculty who teach at multiple colleges. Finally, imagine a system in which all institutions have well defined data definitions to insure consistency and quality in data reporting and analytic. ***The ERP is the tool, but the vision is one where colleges work together to transform the student experience, support each other in improving student success, and more efficiently maintain our independent support of our local communities.***

2. Other Shared Services Options Currently Under Discussion for Implementation Over the Next 12 to 24 Months

The NMICC has already developed a menu of options currently under review for additional Shared Services agreements. In all cases, participation will be on a college opt-in basis. Individual colleges will be able to opt in to those Shared Services collaborations that align with their needs in support of their strategic priorities for service to their independent communities. These options include:

- a. Workforce Training Course Development. A work group has already been established to examine potential in this area. Preliminary recommendations will be presented to the NMICC board by the end of 2020.
- b. Consortium Purchasing Function. This provides an opportunity for potential cost savings when multiple institutions leverage the same products or solutions and purchase jointly. Examples could include: Tool licenses (E.g. Microsoft, Zoom, etc.), on-line exam management software, networking hardware, scheduling software, cyber security tools (E.g. Duo Security, KnowBe4, etc.), and cyber security insurance
- c. Data Storage and Emergency Business Recovery. Institutions could serve as back up off-site storage for each other, and could serve as emergency business recovery sites to insure continuity of services.
- d. Certified Information Systems Security Officer (CISO). This option would likely include the establishment of a pilot program for a shared CISO. Over time, this could be expanded to other institutions.
- e. Grant Writing and Grant Management. Existing grant writing capacity at some colleges could be leveraged for the benefit of a larger group of participating institutions. In addition, systems could be shared to insure proper grant management and compliance so that we reduce the potential of embarrassing audit finding, particularly from audits of federal grants.
- f. Institutional Research. All New Mexico public higher education institutions submit the same data reports to the same agencies – HED’s e-DEAR system and the US Department of Education’s IPEDS system are two notable examples. One or two institutional researchers could serve in this data reporting role for multiple colleges. This would free up existing institutional researcher time to focus on more strategic support through activities such as predictive analytics.

- **Examples of Additional Existing Partnerships by NMICC Colleges**

NMICC colleges participate in numerous partnerships and collaborations. It is often assumed that New Mexico’s colleges and universities only compete with each other. But this simply is not true. To dispel this myth, **Appendix A** includes many examples of meaningful collaborations currently in place at NMICC colleges.

II. Additional Opportunities for College Collaborations

- Facilities Planning. All NMICC institutions have the ability to hire and retain loyal and productive staff to maintain facilities. However, not all institutions have the resources to hire professional facilities planners to think through the many ways campuses can be reconfigured to serve the more current needs of the community. Often, institutions must contract with expensive architects to help with this work. Since one facilities planner would likely have the capacity to develop quality five year master plans for multiple institutions, those institutions could enter into an agreement to share that position.

- Facilities Sharing. All New Mexico colleges and universities should look for opportunities to use community college campuses as locations for programs with statewide reach. Examples might include NMSU Cooperative Extension Services, or UNM Healthcare Centers.

III. Opportunities for College and State Agency Collaborations

- Consider relocating New Mexico's Workforce Connections Centers to community colleges with space capacity. This would promote greater communication and collaboration between college personnel and the Workforce Connections staff. Clients of the Workforce Connections offices would become familiar with college campuses, and would have easy access to both credit and non-credit programs to help them in finding a job or opportunities to advance in their careers.
- Consider physically locating local economic development entities on college campuses. Existing relationships between college personnel and economic development professionals would grow, fostering mutual support of economic development goals and providing college personnel with a deeper understanding of the workforce and training needs required by new businesses and industries.
- Consider organizing Centers of Excellence at colleges and universities in support of the Economic Development Department's (EDD) strategic priority areas. Current key industries identified by EDD include: Aerospace & Defense, Biosciences, Cybersecurity, Film & Television, Global Trade, Intelligent Manufacturing, Sustainable & Green Energy, and Sustainable & Value-Added Agriculture.

IV. Ways in Which LFC and State Policy-Makers Can Support Improved Efficiencies and Collaboration

- Consider an evaluation of the way federal Carl Perkins funds are distributed in New Mexico. Funds currently go to the Public Education Department. Community colleges are able to submit proposals to PED for support of CTE programs. However, the majority of funds currently go to public school districts. Many other states have implemented models where CTE programs are centralized in community colleges, with high school students participating through dual credit programs. This has the potential to reduce the cost of offering expensive CTE programs because each high school does not have to invest in expensive but necessary equipment and they do not have to each hire specially certified faculty. Instead, multiple high schools partner with a community college to fulfill this need. In states with this model, Carl Perkins funds are typically awarded to community colleges instead of to the public education sector.
- Consider a shift in the flow of funds for dual credit students. Currently, dual credit students are fully funded in the PED's Student Equalization Guarantee (SEG) formula even though those students are being served by colleges. A financial incentive should remain in the SEG so school districts continue to encourage students to take advantage of dual credit.

However, at least a portion of that funding could be made available to higher education institutions to offset costs incurred by colleges in offering this important program.

- Consider providing more flexibility in the types of higher education capital outlay projects considered for state funding. For example, in support of an aligned strategy to diversify and grow the economy, some community college spaces could be remodeled to establish community hubs for entrepreneurial activities. This could include improved access to SBDC's and the creation or expansion of start-up business incubator spaces. Business incubator spaces are typically provided to start-ups at little to no cost so that the business has an opportunity to cultivate a customer base before moving to a rented or purchased location. Currently, only renovation of I&G spaces are considered for higher education capital outlay support. But allowing support for entrepreneurial hubs could benefit the state by promoting economic growth and diversification. This could be especially meaningful for rural communities throughout New Mexico. Note: This strategy would also likely be helpful to universities. Research universities need business incubator spaces to spin off companies developed as a result of research and technology innovations transferred to the private sector.
- Consider increasing the Higher Education Department's (HED) capacity to fulfill its core responsibilities. Ensure HED has sufficient resources to fully develop and manage the Trifecta initiatives. This should include not only sufficient personnel to carry out this work, but also an improved robust technology base to streamline efforts, modernize the reporting of data to the HED, and to improve the analytic capabilities around the Trifecta. An increased investment in HED would mean better follow through with important efforts like Common Course Numbering. In order to truly make this particular effort work for students, not only do course numbers need to align, but course credit hours need to align as well. HED needs capacity to do this and to more carefully monitor the creation of "unique" courses throughout the state.
- Reinstate the Degree Mapping initiative. This initiative helped clearly define pathways for students. HED should be given sufficient resources to expand this initiative. Students who intend to transfer from one institution to another will be less likely to enroll in courses that are not necessary for achieving their ultimate goal.
- Support HED in considering possible structural changes in the higher education funding formula – not just minor adjustments. Changes should challenge institutions to improve individual college performance in support of a well-defined strategic plan for higher education in New Mexico. Changes should also foster incentives for institutional collaboration rather than our current system whereby institutions compete with one another for funding.
- Consider policies and incentives designed to attract non-resident students to online and in-person course offerings of colleges and universities. Given the relatively low number of programs offered overall in New Mexico, we should consider strategies for adding key programs designed to support a growing economy. Understanding that New Mexico's population base may be too low to find the number of students necessary to sustain some of these important programs, consider ways to add non-resident enrollments in order to

make sure our state has improved program diversity that aligns with overall state economic development goals. Note that when tuition dollars come from other states, they create economic based jobs in higher education. And, students who develop a relationship with a college or university frequently choose to seek employment near that HEI. This trend can also help strengthen New Mexico’s tax base.

Specific Strategies for Managing Anticipated Cuts to State Appropriations

The following table provides a summary of NMICC college strategies for serving students if faced with the Department of Finance and Administration’s guideline of a 5% reduction in state appropriations.

Institution	Expense Reduction Strategies	Revenue Enhancement Strategies
CCC	<ul style="list-style-type: none"> • Keep vacant positions unfilled • Extend the lives of desktops and laptops for one year after the normal replacement schedule • Restrict purchases of consumables and office supplies • Restrict conferences and travel 	<ul style="list-style-type: none"> • No changes in revenue model at this time
CNM	<ul style="list-style-type: none"> • Reduction of about 30 positions through attrition, with RIFs considered if necessary • Encourage retirements for those employees who are eligible • Integrated program review to determine if programs can be refined, retired, or reconfigured as non-credit training • Additional facility deferred maintenance 	<ul style="list-style-type: none"> • For FY22, the state should restore recurring state general fund revenues related to the federal fund swap prior to making cuts. If this is not done, CNM will not be able to make up the full amount of this lost revenue. This will be exacerbated if there are cuts to Opportunity Scholarship. • Considering difficult options for increasing tuition/fees • Working with NM Workforce Board to leverage WIOA and other grant funding
LCC	<ul style="list-style-type: none"> • Reduction of non-critical courses • Increase class size for critical courses in order to reduce adjunct faculty positions • Reduce payroll line item expenses through 	<ul style="list-style-type: none"> • Establishment of cost-based fee structure for all institutional courses, with implementation in Fall 2021

	<p>voluntary/encouraged retirements, furloughs, and holding vacancies open</p> <ul style="list-style-type: none"> • Comprehensive program viability review followed by suspension of financially non-viable programs and personnel (note: 4 programs were suspended in June) 	
MCC	<ul style="list-style-type: none"> • Eliminate 1 FTE faculty position and 2.5 FTE staff positions. • Encourage retirements for eligible employees, then combine positions to further reduce staffing levels • Continue to limit travel • Scrutinize and limit spending on all purchases 	<ul style="list-style-type: none"> • No changes in revenue model at this time
NMJC	<ul style="list-style-type: none"> • Hold vacancies open • Encourage retirements • Conduct campus-wide program review and sunset programs if warranted 	<ul style="list-style-type: none"> • No changes in revenue model
NMMI	<ul style="list-style-type: none"> • Hold vacancies open • Salary freezes • Significant cut in travel 	<ul style="list-style-type: none"> • No changes in revenue model
NNMC	<ul style="list-style-type: none"> • 5% reduction in personnel line items achieved through attrition, reduction in force or furloughs. Priorities for eliminating positions would be based on an assessment of restructuring opportunities throughout the college. • Energy efficiency savings by continued investment in Solar Array Project, Dual Campus Energy Audit 	<ul style="list-style-type: none"> • Launch of branch community college taxing district and local mil levy • Contracts with employers for workforce development and training • Transitioned entire textbook adoption process and moved to a revenue sharing model
SFCC	<ul style="list-style-type: none"> • Reduce course sections and related adjunct faculty line items based on enrollment declines 	<ul style="list-style-type: none"> • No immediate plans to change current revenue model

	<ul style="list-style-type: none"> • Restructure, retool, and redesign academic programs which may result in RIFs • Keep some vacant positions unfilled through the end of the year. 	
SJC	<ul style="list-style-type: none"> • Reduce 20 full-time positions, seriously jeopardizing the college's ability to serve students. • If the final amount of the reduction is known by March, some positions could be eliminated through non-renewal of contracts. Otherwise, there would be a RIF. 	<ul style="list-style-type: none"> • No changes at this time

As you can see, the NMICC colleges have plans in place to maintain balanced budgets in these challenging times. The results will have painful consequences. Mainly, as even more positions are cut, this puts more strain on local economies, and ultimately on the overall state tax base.

Like every other sector of state government, we have no choice but to prepare for the difficult decisions that must be made to balance the budget. At the same time, we must invest in collaborations, partnerships, and a more unified operating infrastructure in order to improve student success in a financially sustainable manner. Many of the ideas presented in this report may appear to only address operational efficiencies. However, for every NMICC college, ***the goal and purpose for seeking operational efficiencies is to reallocate resources to proven student success strategies such as clearer, more streamlined pathways to completion; robust wrap-around support services that help students stay in college; and financial safety nets that help students stay on track even when unexpected financial difficulties happen.***

We look forward to continued dialog and partnership with the LFC to strengthen our system of higher education in support of students and in support of New Mexico's economy.

Post Notes: Student Success Stories

NMICC student success stories are numerous. Here are a few examples that highlight our colleges' impact on the lives of our students.

John Babington, a senior at New Mexico State University, is busy trying to juggle classes, studying for the LSAT, working as a resident assistant for housing and as a football operations assistant for the Aggies. His college journey started before high school graduation when as a student at the Public Academy for the Performing Arts he found Dual Credit at Central New Mexico Community College. "I was lucky enough to have a high school advisor who helped me out," he said. By his senior year most of his classes were Dual Credit. Babington graduated high school in May 2017, stayed on at CNM to finish

three classes that summer and then graduated with an associate's degree in business administration. That fall he transferred to NMSU to start a double major in marketing and finance. "Because I had so many dual credit classes I was able to double major and still graduate on time. Dual credit also boosted my high school GPA, which helped me get a great scholarship at NMSU." Babington has worked for the NMSU football team for over three years, which has helped him make contacts with professionals in the NFL. "I've been lucky enough to know what I've wanted to do since high school and that's work in the NFL. Networking with people in the NFL has helped me realize that law school is the best route to get into the front office." Babington says he also has a passion for social justice, which law school will also help support. "Dual Credit helps students find out what they want to do with their lives and to pursue better things in their lives. It's better than AP classes (Advanced Placement). All my friends who took AP spent the entire time studying for the test, and by the time they took the test I already had college credit."

Andrea Medina has returned to Jemez Valley to student teach in her home community. The elementary education major will graduate from Haskell Indian Nations University in May, and she hopes to be teaching permanently in Jemez in grades K-3. Learning how to juggle the costs of attending an out-of-state university are skills Medina learned as a Dual Credit student at Central New Mexico Community College. Medina took a financial literacy course known as Making Money Work while she was a high school student at Jemez Valley High School. The course covers budgeting, career starting salaries, how to pay for college, credit, taxes and insurance. "It helped me balance and keep track of my money," she said. "The things I'm doing now are the same things I was doing in my freshman year." She said the class also helped her make the adjustment to college class expectations, as well as how to take an online class, which has become crucial for Medina in the last year. "I encourage others to take the opportunity that Dual Credit has to offer."

Kyler White is a 2012 Instrumentation Controls and Electrical Technology graduate. When Kyler began the program at SJC, he was earning \$11 per hour working a night shift job. Seven years after graduation, Kyler is working for Pfizer Pharmaceuticals and traveling the world, driving his dream car, and earning up to \$110,000 per year.

The first graduating class of the San Juan College High School had 62 graduates who earned high school diplomas and the overwhelming majority also earned an associate degree and/or certificate simultaneously. The SJC High School earned the top performance scores in the state. The only requirement for admission to the early college high school is residence in San Juan County. Students are selected by a lottery process. The graduates were offered a collective total of \$1,588,531 in scholarships.

Tucumcari High School students have achieved outstanding success through dual credit courses at Mesalands. One student transferred to UNM. After graduating from UNM, that student then went on to dental school. Today, he is a successful dentist, practicing in Santa Rosa, NM. Two other students transferred to UNM after taking courses at Mesalands. Both of those students went on to medical school, and are now practicing MDs.

Appendix A

NMICC colleges routinely seek opportunities to collaborate with others. Here are a few examples of the diverse and impactful partnerships and collaborations currently in place at NMICC institutions.

Curriculum Sharing Partnerships and Collaborations:

- CNM Ingenuity launched Deep Dive Accelerator Partners, the licensing arm for Deep Dive bootcamps. We are in advanced discussions with the Arrowhead Center at NMSU regarding becoming a licensee and have had introductory conversations with San Juan Community College regarding our offerings.
- CNM partnership with ENMU-Roswell to support cyber security initiatives in New Mexico
- CNM is in collaboration with the UNM's Office of Community Health in running the Medical Assistant Program that is housed at UNM Health Sciences Rio Rancho Campus (UNM HSC RR) and began taking students in the fall of 2018. The first MA cohort began in Spring, 2019. This three term certificate program consists of Medical Assistant courses that are online with in person labs held at UNM HSC RR. The UNM/CNM collaborative certification program offers a robust curriculum at significantly lower tuition rates than the alternatives. Prior to this program, opportunities for certified and accredited medical assistant training in Central New Mexico was limited to proprietary institutions. There is great growth potential for the program with both the affordable tuition and the increasing demand for and changing role of medical assistants in the healthcare system. In Fall of 2020 the expansion of the MA program has now begun in partnership with Rio Rancho Public Schools. This expansion has added a Dual Credit pathway and curriculum plan for students in high school beginning to take courses in their Junior year. Upon successful completion of course work and competencies, students must complete 180 hours of clinical practice. CNM and UNM are committed to the success and growth of this program. The program will bring the needed qualified support to our community of healthcare providers and to the communities throughout Sandoval County and the State.
- NMJC's Emergency Medical Technician program cooperative with ENMU – Roswell.
- San Juan College (SJC) and CNM are two of the founding colleges for Unmudl, a new online platform to deliver workforce development courses to a national audience.
- SJC collaborates with NMSU-Alamogordo and Dona Ana CC to deliver a surgical technology program.
- The New Mexico Nursing Education Consortium (NMNEC) is a collaborative of state- or tribal-funded nursing programs across the state with a common pre-licensure RN nursing curriculum that supports multiple pathways into nursing. NMNEC is the New Mexico Nursing education Consortium that provides BSN education at several NMICC colleges through partnership with the University of New Mexico College of Nursing.

Business Development Partnerships:

- CNM's Hyperspace Challenge program focused on accelerating partnerships between the government and start up communities to drive space innovation. New Mexico Tech holds the Partnership Intermediary Agreement (PIA) with the Air Force Research Lab (AFRL) and subawards to CNM to execute the Hyperspace programming. This year's cohort of 11 startups was just selected. In addition, this year's program will pilot a University Accelerator program. NMSU will be a participant in the University Accelerator.

- SFCC and SJC have a partnerships with New Mexico State University's Arrowhead Studio G for business accelerator programs.

Business & Industry Support Initiatives:

- NMJC CDL testing services in Hobbs, Taos, Raton, and Portales
- NMJC partnership with Nor-Lea and Covenant hospitals.
- NMJC partnership with Permian Strategic Partnership and Maddox Foundation for grant writing resources.
- Mesalands works with FieldCore, a subsidiary of General Electric, to provide on-sight training for their new hires at the college's North American Wind Research and Training Center. Last year, over 590 individuals participated in this training.
- Clovis Community College is partnering with New Mexico dairies to develop a Dairy Technician program.

Collaborations with Public Education:

- CNM Ingenuity began serving as the State Director for SkillsUSA in July 2019 through a contract awarded by the PED. SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. With the help of dedicated teachers, SkillsUSA New Mexico reaches thousands of middle, high school, and college / postsecondary students. In FY20, 37 schools registered a total of 1,318 members.
- CNM Ingenuity was contracted to deliver a workshop on Virtual K-12 Learning Environments to public school teachers in New Mexico. From August 3, 2020 through August 19, 2020 we had 2,285 teachers participate in the 32 "real-time" workshops. More than 900 teachers have completed the asynchronous course we designed to expand access to the content.
- CNM and CNM Ingenuity are again partnering with NM PED to offer a three-part Parents as Virtual partners workshop series in both English and Spanish.
- NMJC participation in Lea County Distance Education Consortium working with regional high school districts and ENMU.

Program Support Partnerships:

- CNM will be cohosting the 8th Annual Mobile App Contest with UNM. This contest is a coding challenge for students currently enrolled in UNM or CNM. It is designed to encourage innovation in higher education through the creation of Mobile Applications, which function to impact the surrounding community positively.
- CNM Brewing & Beverage Management/Brewing Technology – Partnership with Dr. Kevin Lombard NMSU Cooperative Extension (San Juan/Farmington office) research includes NM grown hop varieties; developing partnership with Dr. Gill Giese (Los Lunas), NMSU Cooperative Extension/ACES, Viticulturist his research includes grapes for wine production. Both have agreed to supply CNM's BEV program with NM grown hops, barley and grapes for beverage production
- NMICC college libraries belongs to two statewide consortiums that promote collaborations. The first is the New Mexico Consortium of Academic Libraries that allows all post-secondary institutions in the State to collaborate on the purchase of databases and eBook collections. The collaboration allows us to both save money and increase the breadth and depth of our

collections available to students, faculty and staff. The consortium has most recently purchased 200K eBooks on various academic subjects with unlimited user access. This collaboration means that no matter the size, budget, or location of the institution, each citizen in New Mexico has the same access to important resources. The other collaborative effort is the LIBROS consortium which allows academic library members to be connected through the same Integrated Library System (ILS) software, which means that students at one institution can borrow books at another institution as long as they are current students. It also facilitates interlibrary loan and book pick up across the state.

- NMJC Higher Learning Commission (HLC) accreditation resource sharing with other independent community colleges.

Transfer & Articulation Partnerships:

- CNM and UNM partner to provide students the opportunity through the 2 + 1 + 2 program to earn an associate degree, Bachelor of Liberal Arts degree, and a Master of Business Administration or Masters of Public Administration in just five years. This innovative program allows students to maximize the resources of each institution to increase student persistence and success. Students are assigned an advisor who supports them across both institutions and participate in the UNM Innovation Academy.
- The New Mexico Humanities Now program supports students in the humanities make a smooth transition from CNM to UNM. The transfer program provides student support in the transfer process, educational programs and presentations, mentoring by graduate student "Bridge Mentors," opportunities for internships, assisting faculty research, and exploring careers in the humanities. The partnership is funded through a grant from Andrew W. Mellon Foundation.
- Several partner New Mexico universities locate advisors at CNM to support students in smoothly transferring to pursue a bachelor degree. UNM and NMHU advisors co-locate with CNM academic coaches in CNM Connect to support students in mapping their academic progress to bachelor degree pathways. NMSU- Albuquerque, located at CNM's Montoya Campus, provides coordinated advising to CNM students planning to transfer to NMSU-Albuquerque programs of study.
- CNM Hospitality and Tourism AA – Articulation with NMSU School of Hotel, Restaurant and Tourism Management
- SJC signed a dual-admission agreement with NMSU. The goals of the Guaranteed Admission Program are to eliminate barriers for students, improve academic program articulation, as well as improve student success and retention. In the program, SJC students who plan to transfer to NMSU are guaranteed admission contingent upon fulfilling the university's admission requirements.
- SJC collaborates with NM Tech so students can earn a bachelor's degree in mechanical, chemical, and petroleum engineering without having to leave home.
- SJC has an MOU with NMSU to ensure a smooth transition for students in chemical engineering.

Partnerships with State Agencies & Local Governments:

- The Community Health Worker Program at CNM began in 2017, after approval from the New Mexico Department of Health. Upon completion of the CNM CHW Program students are awarded a CHW Certificate of Achievement that is recognized by the NM DOH. Graduates are qualified for NM DOH "Generalist" CHW Certification. Additionally, all CNM graduates achieve a

NM DOH “Specialist 1” credential for their specific training in clinical skills while in the program. These credentials are offered for a low cost as compared to other programs in NM and set CNM graduates apart by awarding the additional credential in the program prior to completion. CNM CHW students complete a forty- five-hour practicum that includes community-based work with agencies who address health disparities and public health initiatives. Shortly after the CHW Program started, CNM entered a partnership with University of New Mexico Office of Community Health to ensure educational and employment pathways for CNM CHW graduates. UNM has partnered with CNM in student outreach and recruitment and has provided guidance on CHW Practicum Experiences. CNM, with the unwavering support of UNM, has grown the program to include dual credit partnerships with FACES for the Future as well Health Leadership High School to provide a customized CHW training program for high school students working to enter the realm of community health . The graduates of the HLHS CHW Program immediately enter a specialized CHW internship. This was largely due to the collaborative work of UNM Office of Community Health and HLHS. Additionally, CNM offers a bilingual CHW Certification program. This started in 2020, the first cohort of bilingual CHWs graduated in Summer 2021, despite challenges associated with COVID 19. To date, CNM has graduated 9 CHW Cohorts who are highly employable.

- In response to the pandemic, SJC has:
 - Established TheWantToHelpLine in partnership with San Juan County, the City of Farmington, and the United Way,
 - Delivered PPE, equipment, and other supplies to the County and San Juan Regional Medical Center,
 - Created 750 full-face shields and ventilator hose adapters in partnership with the SJC Makerspace, ABC Canvas, PESCO, ImageNet, and the Farmington Library for healthcare providers in the region,
 - Distributed food, laptops, and hotspots through a drive-thru line,
 - Created seven new wi-fi hotspots on our campuses and a map of free wi-fi locations throughout the County, and
 - Continuously worked with the Department of Health to schedule drive-through COVID-19 testing on SJC’s main campus.
- Mesalands collaborates with the New Mexico Corrections Department to offer educational programming to inmates throughout the state.

Facilities Sharing Arrangements:

- Santa Fe Community College (SFCC) partners with New Mexico Highlands University to share facilities and OIT services at the Higher Education Center.
- SJC partners and leases space to NM Workforce Solutions, UNM, and NMHU in the 30th Street Education Center.