



**New Mexico
Higher Education Assessment &
Retention Conference**

*Maximizing and Sustaining Student Success
through Collaboration: Dual Credit, Higher
Education, and Beyond*

February 27 – February 28, 2025
Albuquerque, NM

NMHEAR Welcome

New Mexico Higher Education Assessment Association, Inc. A New Mexico Non-Profit Corporation

Established in 1995 to promote improvement in New Mexico higher education through outcomes assessment; to increase communication, cooperation, and sharing of resources and ideas on outcomes assessment in higher education; and to advance the efficiency of outcomes assessment in higher education in the state of New Mexico.

President/Conference Director	Todd DeKay (Eastern New Mexico University – Roswell)
President Elect	<i>vacant</i>
Executive Secretary	Carley Casey (New Mexico State University)
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2003	Pierre Laroche (Doña Ana Community College)
2002	Richard Rindone (Santa Fe Community College)
2001	Larry N. Smith (Eastern New Mexico University)
2000	Richard Gentile (Central New Mexico Community College)

Conference Locations

2022-2025	Marriott Albuquerque
2021	No conference held
2007-2020	Hotel Albuquerque at Old Town
2006	Las Cruces Hilton Hotel
2005	Sheraton Old Town – Albuquerque
2004	Marriott Pyramid North – Albuquerque
2003	Las Cruces Hilton Hotel
2002	Crowne Plaza – Pyramid – Albuquerque
2001	Albuquerque Hilton Hotel
2000	Las Cruces Hilton Hotel

Past Presidents and Conference Locations before 2000 can be found at
<https://nmhear.nmsu.edu/conference/about.html>

NMHEAR Welcome



New Mexico Higher Education Assessment Association
1500 S. Avenue K, Station 2
Portales, NM 88130
575.562.2315

Dear Esteemed Members and Participants,

I am honored to welcome you again this year as the New Mexico Higher Education Assessment Association (NMHEEA) President. As we convene for the 2025 annual conference under the theme "Maximizing and Sustaining Student Success through Collaboration: Dual Credit, Higher Education, and Beyond," I'm thrilled to announce our keynote speaker, Dr. Julie Edmunds, Director of the Early College Research Center at the University of North Carolina at Greensboro.

Dr. Edmunds leads a team of researchers focusing on early college, dual enrollment, postsecondary pathways, and related topics. With over 20 years of experience, she has authored or co-authored more than 30 articles and the book *Early Colleges as a Model for Schooling: Creating New Pathways for Access to Higher Education*. Dr. Edmunds' diverse background includes roles as a program analyst for the U.S. Department of Education, an elementary school teacher, and a Peace Corps Volunteer in the Democratic Republic of the Congo. Her keynote address, "The Benefits and Challenges of Dual Enrollment," will explore the impacts of dual enrollment on students and institutions, strategies for effective programming, and the systems needed to ensure sustainability and equity. Additionally, Dr. Edmunds will facilitate an engaging discussion to deepen our understanding of these critical topics.

Building on the foundation of previous conferences, our goal remains to advance our collective understanding of effective strategies that promote student success and institutional excellence. The NMHEEA continues to be a collaborative space where the wealth of knowledge and experience within our community is shared, and I am confident that this tradition will thrive throughout the 2025 conference.

I extend my gratitude to our sponsors, EdSights, Intelliboard, NMSU Global, and New Mexico Public Education Advance CTE, for their continued support. Their commitment enables us to organize a conference that brings together national and international experts along with local professionals, fostering a rich environment for learning and collaboration.

As members of the NMHEEA, your participation is vital, and I invite you to the Annual Membership & Board Meeting that is open to all at 8:00 a.m. on Friday. We will discuss essential agenda items, including the election of a new President and the planning of the 2026 conference. Your active engagement is critical to shaping the future direction of our association.

In closing, I am genuinely excited about the opportunities that lie ahead. I look forward to the insightful discussions, shared successes, and collaborative exploration of challenges that will undoubtedly occur during our time together. Thank you for being an integral part of the NMHEEA, and I eagerly anticipate meeting and working with each of you.

Respectfully,

Todd DeKay
President, New Mexico Higher Education Assessment Association

Overview Schedule

Thursday, February 27, 2025

Time	Event
7:30 am - 4:00 pm	Conference Registration
8:30 am - 11:00 am	Pre-Conference Workshops
11:30 am - 12:45 pm	Keynote Address & Lunch
1:15 pm - 2:00 pm	Session One
2:15 pm - 3:00 pm	Session Two
3:00 pm - 3:30 pm	Break (networking opportunity)
3:30 pm - 4:15 pm	Session Three
4:30 pm - 5:15 pm	Session Four
4:30 pm - 5:15 pm	Poster Session
5:30 pm - 7:00 pm	Networking Reception

Friday, February 28, 2025

Time	Event
7:30 am - 11:00 am	Conference Registration
7:30 am - 9:00am	Continental Breakfast
8:00 am - 8:45 am	Annual Membership & Board Meeting for New Mexico Higher Education Assessment Association Meeting (open to all attendees)
9:00 am - 9:45 am	Session Five
10:00 am - 10:45 am	Session Six
11:00 am - 11:45 am	Session Seven
1:00 pm - 2:30 pm	Post-Conference Workshops

Schedule At-a-glance

Key

STEM Focus	Artificial Intelligence Focus	Dual Credit Focus	Teacher Preparation Focus	Vendor
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Thursday Pre-Conference Workshops

Start	End	Sandia	Pecos
8:30 AM	11:00 AM	Pre-Conference Workshop: NM State Dual Credit Meeting Facilitated by Mark Chisholm (NM HED) and Marc Duske (NM PED)	Pre-Conference Workshop: Engaging and Retaining Gen Z: Strategies for a Changing Landscape Facilitated by Dr. Patrick Turner (NMSU)

Lunch and Keynote

Start	End	Salons E & F
11:30 AM	12:45 PM	The Benefits and Challenges of Dual Enrollment Dr. Julie Edmunds Director of the Early College Research Center University of North Carolina at Greensboro

AT A GLANCE

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DR. TERRY ELAM, VP FOR ENROLLMENT BETHEL UNIVERSITY

QUESTIONS? Reach out to: PATRICK@EDSIGHTS.IO

www.EdSights.io

Schedule At-a-glance

Thursday Afternoon, Sessions 1-4

Session	Time	Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos	Foyer
Session 1	1:15 PM - 2:00 PM	Formal Course Assessment for Diverse Student Learning	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 1, 2, & 5)	Zine Pedagogies and Portfolios for Creative Teaching, Learning and Assessment	Monthly Peer Co-Teaching Support: What? How? Why?	Unveiling the design of an OER book for Expanded Course-based Undergraduate research Experiences (ECUREs)	Improv Play to Foster Presence and Connection	Can clinical education impact pre-service teacher retention?	Town Hall with members of the New Mexico Higher Education Department	
Session 2	2:15 PM - 3:00 PM	Narratives of Hope: Redefining Assessment	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 3&4)	Development of a Rater Training Program of Ball Skill Performance on the TGMD-3 among Children with Developmental Disabilities: a Delphi Method	Engaging Diverse Learners: Alternative Assessments for Academic Success in Future Educators	Friend or Foe: A SWOT Analysis of AI Use by Faculty and Students in Social Work	Teaching using Spaced-learning potentially leads to better retention of Biology concepts	Assessment Through Design and Dialogue		
3:00 PM - 3:30 PM - BREAK										
Session 3	3:30 PM - 4:15 PM	A Review of Graduation Rates of Students by Ethnicity and other Variables	New Teachers' Collaborative Survival Program	Coaching for Retention: Increasing the Visibility of Parenting Students	The Impact of Inflexible Assessment on Students' Dislike of Mathematics	Workshop One of a Two-Part Series: Accreditation and APRs and Assessment, Oh My: The many uses of Curriculum Mapping	Achieving Web Content Accessibility Guidelines (WCAG) in K-12 and Higher Education: Practical Approaches and Institutional Responsibility	Generative AI to support diverse learners in K-20 education	Undergraduate Students' Perceptions of Marijuana Use in a Legalized State	
Session 4	4:30 PM - 5:15 PM	Assessing Global Competence Through Learning	A Big Picture of Retention: The Cross-Sector Systems Lending to Positive student Experiences in Higher Education	Classroom AI Policies as Retention Tools: Preliminary Student Survey Results and Emerging Practices	Expanding Access: The Rise and Impact of Concurrent Enrollment at UNM Gallup	Workshop Two of a Two-Part Series: Constructing a curriculum map from beginning to end	Quality Portfolios	Is There a Relationship between Freshmen's Grit and Their Level of Reading Comprehension?	Continuous improvement through an integrated Strategic Enrollment Management System	POSTER SESSION
5:30 PM - 7:00 PM NMEAR NETWORKING RECEPTION										

Schedule At-a-glance

Friday Morning, Sessions 5-7

Session	Time	Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos	Foyer
7:30 AM – 9:00 AM — CONTINENTAL BREAKFAST (Salons E & F)										
8:00 AM – 8:45 AM — New Mexico Higher Education Assessment Association Meeting – OPEN TO ALL										
Session 5	9:00 AM – 9:45 AM	Rethinking Assessment in the age of Artificial Intelligence	Improve Student Retention with Data-Driven Insights: Maximizing the Power of the LMS	Building Culturally Responsive Student Support Programs in 2-Year Hispanic serving Institutions (HIS)	Assessment with Purpose: Faculty Insights and Mission-Driven Practices	How prerequisites requirement affect students' performance – a case study in General Chemistry		Impact of Scheduling Change on Retention of Undergraduate and Graduate Students in Faculty Feedback	HLC's Revised Criteria for Accreditation	
Session 6	10:00 AM – 10:45 AM	From Engagement to Retention: Practical Applications of Notebook LM in Learning	Bridging the Gap: Preparing Traditional College Professors for Dual Credit Students	Impact of Teacher Residencies in New Mexico on Pre-service Teacher Effectiveness	Assessing Quantitative Reasoning for General Education	Play it Out: Creative Approaches to Foster Student Retention in Higher Education	Assessments that Stand the Test of Time: Low tech Formative Assessments in the High Tech Era	Classroom Retention Through Community Building and Foodways		
Session 7	11:00 AM – 11:45 AM	Impact of Project Abroad Experience on Learning and Professionalism	Trauma-Informed Curriculum 101: Improving Developmental Math Performance with AI and the Incomplete Grade Option	Navigating Academic Identity: The Critical role of Leadership and Mission Statement Development in First-Year Experience		Assessing Tailoring Voice for Specific Audiences at a Large Community College English Department	Using the Tenets of Culturally responsive Pedagogy to Explore Cultural Competence of Faculty at a Rural Hispanic-Serving Community College	Leveraging Compliance Reporting Effort for Institutional Improvement <i>(For NMAIRP Post-Conference attendees only!)</i>		

Friday Afternoon Post-Conference Workshops

Start	End	Carlsbad	Sandia	Pecos
1:00 PM	2:30 PM	Post Conference Workshop: NM State Authorization Network (SAN) Summit Facilitated by Alicia Armijo, NC-SARA Coordinator for NMHED	Post Conference Workshop: NMDCP Annual Business Meeting Facilitated by: Kelsey Mead and Annie Willmon	Post Conference Workshop: Annual Meeting for NMAIRP Facilitated by Kate McGowan (NMSU) and the NMAIRP President

Session Descriptions

Pre-Conference Workshops: Thursday, February 27, 2025 – 8:30 AM – 11:00 AM

Start	End	Sandia	Pecos
8:30 AM	11:00 AM	Pre-Conf. Workshop: NM State Dual Credit Meeting	Pre-Conf. Workshop: Engaging and Retaining Gen Z: Strategies for a Changing Landscape

Room: Sandia

Title: **NM State Dual Credit Meeting**
Dual Credit Focus

Presenters: Mark Chisholm, Academic Affairs and Policy Director, New Mexico Higher Education Department
 Marc Duske, Special Projects Manager, New Mexico Public Education Department

Time: 8:30 AM – 11:00 AM

Abstract: Attendees will have the opportunity to communicate with both NMPED and NMHED representatives regarding the future direction of dual credit in the state of New Mexico. This is an opportunity for secondary, post-secondary, counselors, administrators, academic advisors, program coordinators, faculty and all other constituents working with the dual credit population to meet and discuss best practices for dual credit programs.

Room: Pecos

Title: **Engaging and Retaining Gen Z: Strategies for a Changing Landscape**

Presenters: Dr. Patrick Turner, Associate Provost for Student Success, New Mexico State University

Time: 8:30 AM – 11:00 AM

Abstract: Join us for a workshop that delves into the unique needs and expectations of Gen Z students. We'll explore how recent events, including the pandemic, social justice movements, and a politically charged climate, have shaped their learning styles and preferences. Discover effective programmatic approaches, instructional methods, and teaching strategies to foster engagement, retention, and success in this new era of higher education.



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Session Descriptions

Keynote & Lunch: Thursday, February 27, 2025 – 11:30 AM – 12:45 PM

Start	End	Salons E & F
11:30 AM	12:45 PM	The Benefits and Challenges of Dual Enrollment Dr. Julie Edmunds Director of the Early College Research Center University of North Carolina at Greensboro

Room: Salons E & F

Title: **The Benefits and Challenges of Dual Enrollment**
Dual Credit Focus

Presenters: Dr. Julie Edmunds, Director of the Early College Research Center, University of North Carolina at Greensboro

Time: 11:30 AM – 12:45 PM

Abstract: More and more students around the country are taking dual enrollment courses. Research is showing that dual enrollment leads to positive high school, postsecondary and workforce outcomes for students. But we also know there are challenges, including inequities in student participation, and factors that make it hard for postsecondary institutions to offer dual enrollment courses. Join Dr. Julie Edmunds, Director of the Early College Research Center, for a presentation and discussion around the following questions: What do we know about the impacts of dual enrollment and student participation in dual enrollment? What should colleges be thinking about as they seek to offer effective dual enrollment programming? What systems need to be in place to ensure that dual enrollment is effective and sustainable?

Bio: Dr. Julie Edmunds is Director of the Early College Research Center at the University of North Carolina at Greensboro where she leads a team of researchers looking at early college, dual enrollment, postsecondary pathways and related topics. She has been studying early college and dual enrollment for 20 years and has authored or co-authored over 30 articles and a book, *Early Colleges as a Model for Schooling: Creating New Pathways for Access to Higher Education*. Dr. Edmunds has also been a program analyst for the U.S. Department of Education, an elementary school teacher, and a Peace Corps Volunteer in the Democratic Republic of the Congo.



Session Descriptions

Session One: Thursday, February 27, 2025 – 1:15 PM – 2:00 PM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Formal Course Assessment for Diverse Student Learning	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 1, 2, & 5)	Zine Pedagogies and Portfolios for Creative Teaching, Learning and Assessment	Monthly Peer Co-Teaching Support: What? How? Why?	Unveiling the design of an OER book Expanded Course-based Undergraduate Research Experiences (ECUREs)	Improv Play to Foster Presence and Connection	Can clinical education impact pre-service teacher retention?	Town Hall with members of the New Mexico Higher Education Department

Room: Cimarron

Title: Formal Course Assessment for Diverse Student Learning

Presenters: Erika Gergerich, New Mexico State University
Kimberly Knox, New Mexico State University

Time: 1:15 PM – 2:00 PM

Abstract: Facilitators will present a model for course assessment, on the basis of diversity and social justice, designed for diverse student learning. Course assessment includes instructor self-assessment, peer observation, syllabus and course content, student evaluations, and/or student interviews. Attendees will review assessment forms, explore their own courses, and discuss potential concerns.

Room: Las Cruces

Title: Ready, Set, HLC Visit: Preparing Your Campus (Criteria 1, 2, & 5)

Presenters: Suzanne Balch-Lindsay, Eastern New Mexico University
Todd DeKay, Eastern New Mexico University – Roswell
Tony Major, Eastern New Mexico University
Susan Murphy, Central New Mexico Community College

Time: 1:15 PM – 2:00 PM

Abstract: Are you preparing for a campus visit from the HLC? This presentation offers a Q & A on Criteria 1, 2 & 5 similar to what you might experience with a visiting team. What questions should you be prepared for? What are some effective answers to those questions? How can you best share/state evidence? Experienced HLC peer reviewers will lead this session addressing topics that teams commonly pursue. Another session is offered that focuses on Criteria 3 & 4 (merging in 2025 as a new Criterion 3). *(The second session will be held in Session Two in the Las Cruces room.)*

Room: Santa Fe

Title: Zine Pedagogies and Portfolios for Creative Teaching, Learning, and Assessment

Presenters: Joshua Frank Cardenas, University of New Mexico – Valencia

Time: 1:15 PM – 2:00 PM

Abstract: This session will highlight, demonstrate and discuss a key assessment tool that is used in early childhood education and K-12 education courses at the University of New Mexico and elsewhere, the Zine Portfolio. As a culminating performance assessment, the Zine Portfolio is rooted in a daily practice of a Zine Pedagogy. Zine pedagogy is the practice of utilizing, creating and expanding upon the literary creation of a 'Zine – a personal fanzine/magazine.

Session Descriptions

Session One: Thursday, February 27, 2025 – 1:15 PM – 2:00 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Formal Course Assessment for Diverse Student Learning	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 1, 2, &5)	Zine Pedagogies and Portfolios for Creative Teaching, Learning and Assessment	Monthly Peer Co-Teaching Support: What? How? Why?	Unveiling the design of an OER book Expanded Course-based Undergraduate Research Experiences (ECUREs)	Improv Play to Foster Presence and Connection	Can clinical education impact pre-service teacher retention?	Town Hall with members of the New Mexico Higher Education Department

Room: Salons G & H

Title: **Monthly Peer Co-Teaching Support: What? How? Why?**

Presenters: Marjori Krebs, University of New Mexico

Time: 1:15 PM – 2:00 PM

Abstract: Attendees will learn about the Co-Teaching Strategies used as part of the State of New Mexico Teacher Residency Program, and our Co-Teacher Peer Mentoring Monthly Professional Learning Sessions. Attendees will see a brief video of one of these sessions, followed by sample monthly content.

Room: Carlsbad

Title: **Unveiling the design of an OER book for Expanded Course-based Undergraduate Research Experiences (ECUREs)**

Presenters: K. Joseph Ho, University of New Mexico
Juliet Knouse, University of New Mexico

Time: 1:15 PM – 2:00 PM

Abstract: This presentation focuses on the idea behind writing an open educational resources (OER) ECURE book and preview its content. CUREs have been an effective approach to engaging students in Undergraduate Research Experience (URE) in higher education. UNM has expanded the practice of CUREs into a new framework: ECURE. It encourages instructors to include a diverse range of students to participate in the research or to prepare them for future research endeavors. The assessments of ECUREs will also be discussed as instructors' resources.

Room: Salons I & J

Title: **Improv Play to Foster Presence and Connection**

Presenters: Patricia Gillikin, University of New Mexico – Valencia

Time: 1:15 PM – 2:00 PM

Abstract: In this presentation, we will do improv play. The activities can be useful in classrooms as icebreakers: they build rapport, trust, and attentiveness. Even more, they support the shedding of judgment and can inspire people to find their voice, take bold risks, and persist joyfully.

Session Descriptions

Session One: Thursday, February 27, 2025 – 1:15 PM – 2:00 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Formal Course Assessment for Diverse Student Learning	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 1, 2, &5)	Zine Pedagogies and Portfolios for Creative Teaching, Learning and Assessment	Monthly Peer Co-Teaching Support: What? How? Why?	Unveiling the design of an OER book Expanded Course-based Undergraduate Research Experiences (ECUREs)	Improv Play to Foster Presence and Connection	Can clinical education impact pre-service teacher retention?	Town Hall with members of the New Mexico Higher Education Department

Room: Sandia

Title: **Can clinical education impact pre-service teacher retention?**

Teacher Preparation Focus

Presentation continues work started at the New Mexico Higher Education Assessment Association Summer Retreat.

Presenters: Stephanie Fanselow, Western New Mexico University
Candi Running Bear, Western New Mexico University
Vanessa Barahona, Western New Mexico University
Lisa Taylor, Western New Mexico University
Elizabeth Martinez, Western New Mexico University
Shouqing Si, Western New Mexico University
Catherine Gregorius, Western New Mexico University

Time: 1:15 PM – 2:00 PM

Abstract: A team of 11 with varying roles in the College of Education participated in the NMHEAA Summer Retreat with the goal of revitalizing clinical education at WNMU. We will share what we discovered and how we hope systematic changes will increase pre-service teacher retention across our teacher preparation programs.

Room: Pecos

Title: **Town Hall with members of the New Mexico Higher Education Department**

Presenters: Members of New Mexico Higher Education Department

Time: 1:15 PM – 2:00 PM

Abstract: Join members of the New Mexico Higher Education Department in an update on Legislative Actions and the current NMHED priorities.

Session Descriptions

Session Two: Thursday, February 27, 2025 – 2:15 PM – 3:00 PM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Narratives of Hope: Redefining Assessment	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 3&4)	Development of a Rater Training Program of Ball Skill Performance on the TGMD-3 among Children with Developmental Disabilities: a Delphi Method	Engaging Diverse Learners: Alternative Assessments for Academic Success in Future Educators	Friend or Foe: A SWOT Analysis of AI Use by Faculty and Students in Social Work	Teaching using Spaced-learning potentially leads to better retention of Biology concepts	Assessment Through Design and Dialogue	

Room: Cimarron

Title: **Narratives of Hope: Redefining Assessment**

Presenters: Sepideh Yasrebi, University of New Mexico

Time: 2:15 PM – 3:00 PM

Abstract: This presentation critiques one-size-fits-all assessments in multicultural settings for emergent bilinguals. Drawing on Social Constructivist and Culturally Sustaining frameworks, I argue that traditional evaluation models create distance between the children and their own perception of their knowledge. I propose narrative competence and cognitive mapping as an alternative, promoting an inclusive pedagogy that aims to give voice and agency to students.

Room: Las Cruces

Title: **Ready, Set, HLC Visit: Preparing Your Campus (Criteria 3 & 4)**

Presenters: Suzanne Balch-Lindsay, Eastern New Mexico University
 Todd DeKay, Eastern New Mexico University – Roswell
 Tony Major, Eastern New Mexico University
 Susan Murphy, Central New Mexico Community College

Time: 2:15 PM – 3:00 PM

Abstract: Are you preparing for a campus visit from the HLC? This presentation offers a Q & A on Criteria 3 & 4 (merging in September 2025) similar to what you might experience with a visiting team. What questions should you be prepared for? What are some effective answers to those questions? How can you best share/state evidence? Experienced HLC peer reviewers will lead this session addressing topics that teams commonly pursue. Another session is offered that focuses on Criteria 1, 2, & 5. *(The first session is in Session One in the Las Cruces room.)*

Session Descriptions

Session Two: Thursday, February 27, 2025 – 2:15 PM – 3:00 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Narratives of Hope: Redefining Assessment	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 3&4)	Development of a Rater Training Program of Ball Skill Performance on the TGMD-3 among Children with Developmental Disabilities: a Delphi Method	Engaging Diverse Learners: Alternative Assessments for Academic Success in Future Educators	Friend or Foe: A SWOT Analysis of AI Use by Faculty and Students in Social Work	Teaching using Spaced-learning potentially leads to better retention of Biology concepts	Assessment Through Design and Dialogue	

Room: Santa Fe

Title: **Development of a Rater Training Program of Ball Skill Performance on the TGMD-3 Among Children with Developmental Disabilities: A Delphi Method**

Presenters: Hyokiu Maeng, Eastern New Mexico University
Kyunjin Kwon, Eastern New Mexico University
Richard Guerra, Eastern New Mexico University
Sarah Wall, Eastern New Mexico University

Time: 2:15 PM – 3:00 PM

Abstract: Acquiring the accurate scoring skill of fundamental movement skills (FMS) in children with developmental disabilities is important to educators and college students not only to teach FMS in physical education classes, but also to provide activity services. Educators and college students can learn crucial points of movement skill assessment when they score or evaluate FMS among children with and without disabilities. This study will examine the content validity of the rater training program using a modified Delphi method. The module for training raters is to improve their scoring accuracy of ball skill performance on the TGMD-3 among children with DD more like expert raters.

Room: Salons G & H

Title: **Engaging Diverse Learners: Alternative Assessments for Academic Success in Future Educators**

Presenters: Gabriela Peterson, University of New Mexico -Valencia

Time: 2:15 PM – 3:00 PM

Abstract: This session examines the impact of alternative assessments on academic success in a course for future educators. Findings reveal enhanced motivation, critical thinking, and engagement while addressing diverse learning needs. Participants will explore practical strategies to implement inclusive assessments that promote equity and create supportive learning environments for all students.

Room: Carlsbad

Title: **Friend or Foe: A SWOT Analysis of AI Use by Faculty and Students in Social Work**
Artificial Intelligence Focus

Presenters: Kimberly Knox, New Mexico State University
Monica Montoya, New Mexico State University

Time: 2:15 PM – 3:00 PM

Abstract: Social Work is a professional preparation degree where students are consistently assessed for competency. AI use by students is challenging ways programs assess student skills, knowledge and competence. This presentation will explore Strengths, Weaknesses, Opportunities, and Threats (SWOT) that have been identified for student and faculty use of AI tools in the social work curriculum. We will discuss results, ways AI can improve assessment and overall learning, as well as barriers and concerns.

Session Descriptions

Session Two Thursday, February 27, 2025 – 2:15 PM – 3:00 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Narratives of Hope: Redefining Assessment	Ready, Set, HLC Visit: Preparing Your Campus (Criteria 3&4)	Development of a Rater Training Program of Ball Skill Performance on the TGMD-3 among Children with Developmental Disabilities: a Delphi Method	Engaging Diverse Learners: Alternative Assessments for Academic Success in Future Educators	Friend or Foe: A SWOT Analysis of AI Use by Faculty and Students in Social Work	Teaching using Spaced-learning potentially leads to better retention of Biology concepts	Assessment Through Design and Dialogue	

Room: Salons I & J

Title: Teaching using Spaced-learning potentially leads to better retention of Biology concepts
STEM Focus

Presenters: Tammi Duncan-Teller, University of New Mexico - Valencia

Time: 2:15 PM – 3:00 PM

Abstract: Spaced-learning is a process of teaching over a period of time, rather than one massed teaching event. Biology concepts were taught using a three-point exposure with varying retention intervals. Students listed positive course feedback of increased retention and that multiple exposures help them prepare, apply, and practice the concepts.

Room: Sandia

Title: Assessment Through Design and Dialogue

Presenters: Natalie Sheppard, University of New Mexico – Valencia
Jan Pacifico, University of New Mexico – Valencia

Time: 2:15 PM – 3:00 PM

Abstract: This presentation will discuss two qualitative assessment methods which centered community building and prioritized student voices in their execution. Both used student surveys and qualitative data to determine success and ensure retention. The first was a mural project created by a tile-making class, the second was alternative tools for assessing discussion in online classrooms.

NETWORKING OPPORTUNITY & BREAK

3:00 PM – 3:30 PM

Conference Foyer

Snacks will be provided in the conference foyer!

Session Descriptions

Session Three: Thursday, February 27, 2025 – 3:30 PM – 4:15 PM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
A Review of Graduation Rates of Students by Ethnicity and other Variables	New Teachers' Collaborative Survival Program	Coaching for Retention: Increasing the Visibility of Parenting Students	The Impact of Inflexible Assessment on Students' Dislike of Mathematics	Workshop One of Two-Part Series: Accreditation and APRs and Assessment, Oh My: The many users of Curriculum Mapping	Achieving Web Content Accessibility Guidelines (WCAG) in K-12 and Higher Education: Practical Approaches and Institutional Responsibility	Generative AI to support diverse learners in K-20 education	Undergraduate Students' Perceptions of Marijuana Use in a Legalized State

Room: Cimarron

Title: **A Review of Graduation Rates of Students by Ethnicity and other Variables**

Presenters: Michael Shaughnessy, Eastern New Mexico University
Johannes Addido, Eastern New Mexico University

Time: 3:30 PM – 4:15 PM

Abstract: In order to retain students of various races, ethnicities and cultures, faculty and administration need to review factual data regarding the number of each population and plan accordingly. This presentation will review the data regarding individuals seeking undergraduate and graduate degrees and present a breakdown by ethnicity. Data beginning in 2018 will be reviewed to the present day, including the impact of COVID. Issues related to retention will be reviewed.

Room: Las Cruces

Title: **New Teachers' Collaborative Survival Program**
Teacher Preparation Focus

Presenters: Mary Daughrity, Eastern New Mexico University

Time: 3:30 PM – 4:15 PM

Abstract: According to Education Resource Strategies, 30% of new K-12 teachers left their school after the 2022-23 school year. How can school districts improve their ability to retain new teachers? The New Teachers' Collaborative Survival Program could very well be the answer, by providing new teachers a supportive and interactive community.

Room: Santa Fe

Title: **Coaching for Retention: Increasing the Visibility of Parenting Students**

Presenters: Catron Allred, Santa Fe Community College
Rachel Kutcher, Santa Fe Community College
Karen Stornelli, Santa Fe Community College

Time: 3:30 PM – 4:15 PM

Abstract: More than 1 in 5 college students are parents, but this population is minimally recognized in many data and retention efforts. Santa Fe Community College will present our model, which boasts 85% student retention, using 1:1 and group support, family activities and resources, and parent classes. At the institutional level, we will also describe our work to increase student-parent visibility on campus, institute family-friendly policies and collect data on parenting students.

Session Descriptions

Session Three: Thursday, February 27, 2025 – 3:30 PM – 4:15 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
A Review of Graduation Rates of Students by Ethnicity and other Variables	New Teachers' Collaborative Survival Program	Coaching for Retention: Increasing the Visibility of Parenting Students	The Impact of Inflexible Assessment on Students' Dislike of Mathematics	Workshop One of Two-Part Series: Accreditation and APRs and Assessment, Oh My: The many users of Curriculum Mapping	Achieving Web Content Accessibility Guidelines (WCAG) in K-12 and Higher Education: Practical Approaches and Institutional Responsibility	Generative AI to support diverse learners in K-20 education	Undergraduate Students' Perceptions of Marijuana Use in a Legalized State

Room: Salons G & H

Title: **The Impact of Inflexible Assessment on Students' Dislike of Mathematics**
STEM Focus

Presenters: Amrit Thapa, Eastern New Mexico University

Time: 3:30 PM – 4:15 PM

Abstract: Despite its importance in education and career readiness, mathematics is often perceived as difficult and unappealing, contributing to low engagement, poor performance, and deviation from STEM pathways. This presentation, based on a qualitative research approach, explores the role of assessment in students' dislike of mathematics. Semi-structured interviews with 15 undergraduates revealed that inflexible assessments significantly contribute to negative perceptions of mathematics, affecting performance and career pathways, including deviation from STEM fields.

Room: Carlsbad

Title: **Workshop One of Two-Part Series: Accreditation and APRs and Assessment, Oh My: The many uses of Curriculum Mapping**

Presenters: Julie Sanchez, University of New Mexico
Amanda DiMercurio, University of New Mexico
Eva Rodriguez-Gonzalez, University of New Mexico
Cassie Rowe, University of New Mexico

Time: 3:30 PM – 4:15 PM

Abstract: UNM degree programs are using curriculum maps to align, compare, discuss, and assess curricular data. This visual tool is supporting new course development and accreditation efforts at the institution. They are setting the stage for strategic planning while reflecting on meaningful teaching and learning in a conceptual way. We want to share the diverse utility that curriculum maps have and the ways in which they connect student learning and outcomes within departmental, GE and institutional goals. (*Workshop Two will be held in Session 4 in the Carlsbad room.*)

Session Descriptions

Session Three: Thursday, February 27, 2025 – 3:30 PM – 4:15 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
A Review of Graduation Rates of Students by Ethnicity and other Variables	New Teachers' Collaborative Survival Program	Coaching for Retention: Increasing the Visibility of Parenting Students	The Impact of Inflexible Assessment on Students' Dislike of Mathematics	Workshop One of Two-Part Series: Accreditation and APRs and Assessment, Oh My: The many users of Curriculum Mapping	Achieving Web Content Accessibility Guidelines (WCAG) in K-12 and Higher Education: Practical Approaches and Institutional Responsibility	Generative AI to support diverse learners in K-20 education	Undergraduate Students' Perceptions of Marijuana Use in a Legalized State

Room: Salons I & J

Title: **Achieving Web Content Accessibility Guidelines (WCAG) in K-12 and Higher Education: Practical Approaches and Institutional Responsibility**

Presenters: Ashley Campbell, University of New Mexico
Melissa Herrera, University of New Mexico

Time: 3:30 PM – 4:15 PM

Abstract: This presentation provides a guide for K-12 and higher education institutions to achieve compliance with the Department of Justice updated accessibility regulations that were recently updated under Title II of the Americans with Disabilities Act (ADA). Attendees will learn practical strategies and frameworks to help align institutional policies, course design, and accessibility practices with ADA regulatory requirements, allowing for equitable access for all students.

Room: Sandia

Title: **Generative AI to support diverse learners in K-20 education**
Artificial Intelligence Focus

Presenters: Karla Kingsley, University of New Mexico
JuliAnna Avila, University of North Carolina at Charlotte

Time: 3:30 PM – 4:15 PM

Abstract: Explore generative AI to enhance instruction, learning and assessment. Discover tools to create accessible learning experiences that excite and empower students, while providing individualized feedback and nurturing creativity. Using culturally relevant approaches, tap generative AI to design interactive instructional materials and assessments that boost engagement, while maximizing safety and privacy.

Room: Pecos

Title: **Undergraduate Students' Perceptions of Marijuana Use in a Legalized State**

Presenters: Selenda Cumby, Eastern New Mexico University
Presley Shilling, Eastern New Mexico University
Janet Birkey, Eastern New Mexico University

Time: 3:30 PM – 4:15 PM

Abstract: This presentation is a qualitative survey of undergraduate students in a university located in a state that legalized cannabis in 2021. This study fills a gap in research by being conducted in a state that has not previously studied and contains a large population of minority students. The anonymous survey and analysis were conducted through Qualtrics. The findings are related to the impact of legalized cannabis on student academics and the university's completion rate.

Session Descriptions

Session Four: Thursday, February 27, 2025 – 4:30 PM – 5:15 PM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Assessing Global Competence Through Learning	A Big Picture of Retention: The Cross-Sector Systems Lending to Positive Student Experiences in Higher Education	Classroom AI Policies as Retention Tools: Preliminary Student Survey Results and Emerging Practices	Expanding Access: The Rise and Impact of Concurrent Enrollment at UNM-Gallup	Workshop Two of a Two-Part Series: Constructing a curriculum map from beginning to end	Quality Portfolios	Is There a Relationship Between Freshmen’s Grit and Their Level of Reading Comprehension	Continuous improvement through an integrated Strategic Enrollment Management System

Room: Cimarron

Title: Assessing Global Competence Through Learning

Presenters: Jihyun Woo, Eastern New Mexico University
 Hyunjin Kwon, Eastern New Mexico University
 Julia Azih, Eastern New Mexico University
 KayInn Baldock, Eastern New Mexico University

Time: 4:30 PM – 5:15 PM

Abstract: Promoting students' sense of diversity and global awareness is an essential goal of higher education in the 21st century. The research team focused on assessing students' growth of their knowledge, attitude, and skills in global aspects through learning. A pilot study was conducted to measure students' global competency and investigate the impact of global-defined course taking. The study results and implementations will be discussed to prepare students to become well-rounded global citizens.

Room: Las Cruces

Title: A Big Picture of Retention: The Cross-Sector Systems Lending to Positive Student Experiences in Higher Education
STEM Focus

Presenters: Ruby Estrada, New Mexico State University

Time: 4:30 PM – 5:15 PM

Abstract: This presentation assists organizations in higher education to connect visually the cross-sector alliances that foundationally leverage support for student outreach and retention goals. The presenter will give examples of how STEM efforts at national, state, and local levels have become part of student identities through programs such as the NSF funded NM AMP. Attendees will have the opportunity to explore in breakout sessions their own organizational convergence to further reinforce their collaborative efforts geared toward student success.

Session Descriptions

Session Four: Thursday, February 27, 2025 – 4:30 PM – 5:15 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Assessing Global Competence Through Learning	A Big Picture of Retention: The Cross-Sector Systems Lending to Positive Student Experiences in Higher Education	Classroom AI Policies as Retention Tools: Preliminary Student Survey Results and Emerging Practices	Expanding Access: The Rise and Impact of Concurrent Enrollment at UNM-Gallup	Workshop Two of a Two-Part Series: Constructing a curriculum map from beginning to end	Quality Portfolios	Is There a Relationship Between Freshmen’s Grit and Their Level of Reading Comprehension	Continuous improvement through an integrated Strategic Enrollment Management System

Room: Santa Fe

Title: **Classroom AI Policies as Retention Tools: Preliminary Student Survey Results and Emerging Practices**
Artificial Intelligence Focus

Presenters: Chelsea Starr, Eastern New Mexico University

Time: 4:30 PM – 5:15 PM

Abstract: Unclear or unrealistic AI policies lead to retention issues as students who receive failing grades for their AI use are more likely to drop out. This presentation focuses on preliminary student survey results from social science and humanities undergraduates at Eastern New Mexico University about their use of AI and knowledge of AI academic dishonesty policies. Ideas for AI policy development based on survey results that suggest realistic policies that enable reasonable AI use and clarify unacceptable use will be discussed.

Room: Salons G & H

Title: **Expanding Access: The Rise and Impact of Concurrent Enrollment at UNM-Gallup**
Dual Credit Focus

Presenters: Matthew Mingus, University New Mexico – Gallup
Jayme McMahan, University New Mexico – Gallup

Time: 4:30 PM – 5:15 PM

Abstract: In recent years, UNM-Gallup has seen an explosion in concurrently enrolled (CE) students. This presentation explores the growth of concurrently enrolled (CE) students at UNM-Gallup, examining its impact on campus enrollment, retention, completion rates, and funding. By analyzing historical trends and demographic data, it highlights how this shift shapes institutional outcomes and addresses the diverse needs of the CE population.

Room: Carlsbad

Title: **Workshop Two of a Two-Part Series: Constructing a curriculum map from beginning to end**

Presenters: Julie Sanchez, University of New Mexico
Amanda DiMercurio, University of New Mexico
Eva Rodriguez-Gonzalez, University of New Mexico
Cassie Rowe, University of New Mexico

Time: 4:30 PM – 5:15 PM

Abstract: Curriculum maps are a visual tool that inform accreditation, APRs, assessment and curricular development. Yet, with many moving parts to a degree program and/or a strategic plan, developing a curriculum map can be challenging. This hands-on session to build one from start to finish. Participants will take away strategies, examples, and a step by step process, make meaning of program planning efforts, understand the fit of courses within a degree, and connect assessment with outcomes. (*Workshop one is in Session 3 in the Carlsbad room.*)

Session Descriptions

Session Four: Thursday, February 27, 2025 – 5:15 PM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Assessing Global Competence Through Learning	A Big Picture of Retention: The Cross-Sector Systems Lending to Positive Student Experiences in Higher Education	Classroom AI Policies as Retention Tools: Preliminary Student Survey Results and Emerging Practices	Expanding Access: The Rise and Impact of Concurrent Enrollment at UNM-Gallup	Session Two of a Two-Part Series: Constructing a curriculum map from beginning to end	Quality Portfolios	Is There a Relationship Between Freshmen's Grit and Their Level of Reading Comprehension	Continuous improvement through an integrated Strategic Enrollment Management System

Room: Salons I & J

Title: **Quality Portfolios**

Teacher Preparation Focus

Presentation continues work started at the New Mexico Higher Education Assessment Association Summer Retreat.

Presenters: Stephen Weatherburn, New Mexico Highlands University

Time: 4:30 PM – 5:15 PM

Abstract: We examine the New Mexico Highlands University portfolio prompt, rubrics, and exemplary examples, to illuminate how they satisfy PED requirements for the portfolio and replace the Essential Skills Praxis tests. We present a valid, reliable, and authentic assessment for graduating education majors that focuses on quality in process and excellence in product.

Room: Sandia

Title: **Is There a Relationship Between Freshmen's Grit and Their Level of Reading Comprehension?**

Presenters: Matthew Vetterly, Eastern New Mexico University
Mary Kallus, Eastern New Mexico University
Corey Cole, Eastern New Mexico University
Robert Schneider, Eastern New Mexico University

Time: 4:30 PM – 5:15 PM

Abstract: This study explores whether there is any relationship between freshmen's grit survey score and their reading comprehension grade level as measured through the Nelson Denny Reading Test. Our findings could influence the curriculum for a college literacy course as well as other support programs for incoming freshmen.

Room: Pecos

Title: **Continuous improvement through an integrated Strategic Enrollment Management Plan**

Presenters: William Brown, New Mexico Junior College
Sarah Edelbrock, New Mexico Junior College

Time: 4:30 PM – 5:15 PM

Abstract: As higher education faces evolving challenges such as demographic shifts, increased competition, and changing student expectations, a proactive and cohesive enrollment strategy becomes essential. This presentation provides an overview of how New Mexico Junior College improved institutional effectiveness and student success by implementing an integrated Strategic Enrollment Management (SEM) Plan. The Plan aligns NMJC's enrollment goals with the institution's priorities, fostering collaboration.

Session Descriptions

Poster Sessions: Thursday, February 27, 2025 – 4:30 PM – 5:15 PM

Session Rooms	Conference Foyer
Session 4 presentations	POSTER SESSION

Room: Conference Foyer

Title: **Perceptions of Students and their Supervisors: Competence-based Assessment and Student Learning**

Presenters: Margo Collier, University of New Mexico
Karla Kingsley, University of New Mexico

Time: 4:30 PM – 5:15 PM

Abstract: This research project focuses on the evaluation of graduate students in the Educational Diagnostic Program across four competency domains: assessment, wisdom, oral, and written communication. On-campus faculty feedback is an insufficient measure of competency. Competency-based assessments by off-campus site supervisors in real-world contexts offer a more comprehensive evaluation of student skills.

Room: Conference Foyer

Title: **Enhancing Latinx Student Success: Strategies from ESCALA Training**

Presenters: Eyrusalam Bedasso, Doña Ana Community College

Time: 4:30 PM – 5:15 PM

Abstract: The poster highlights strategies implemented in an introductory chemistry course to improve the pass rates of Latinx students. By increasing success in this foundational course, students are better positioned to fulfill degree requirements and advance to subsequent courses. This advancement not only aids individual student achievement but also contributes to overall student retention rates within the institution.

Room: Conference Foyer

Title: **Does Calculus make a difference in algebra based thermodynamics**
STEM Focus

Presenters: William Andersen, Eastern New Mexico University

Time: 4:30 PM – 5:15 PM

Abstract: Performance on a selection of conceptual thermodynamics questions is evaluated for an algebra-based physics class. No significant difference is found between students who have a calculus background and those whose mathematics education stops at college algebra. Such studies could be of use in retention if the results were used in the determination of course requisites.

Session Descriptions

Poster Sessions: Thursday, February 27, 2025 – 4:30 PM – 5:15 PM (continued)

Session Rooms	Conference Foyer
Session 4 presentations	POSTER SESSION

- Room:** Conference Foyer
- Title:** **Undergraduate Preferences for Course Delivery**
- Presenters:** Gillian Andersen, Eastern New Mexico University
- Time:** 4:30 PM – 5:15 PM
- Abstract:** As a course assignment, undergraduates were asked about their preferences for online versus onsite courses. Results of the survey indicate that while many students selected online courses, most preferred onsite delivery. Most respondents stated that their reason for taking classes online was that other obligations prevented them from choosing onsite courses. Results of this survey could inform decisions regarding the division of online versus onsite course offerings.
- Room:** Conference Foyer
- Title:** **Assessing Student Achievement in Relation to Lecture Viewing Patterns**
- Presenters:** Dhimitraq Duni, Eastern New Mexico University
- Time:** 4:30 PM – 5:15 PM
- Abstract:** In this poster, I want to explore student achievement as it might connect to viewing of classroom Zoom captured lectures, as well as interactions with weekly discussions. In this classroom there are three different groups of students: in-person, completely online, and hybrid. This poster explores the differing achievements of these three groups, depending on the quality of interaction they have with the learning management software (LMS) Canvas, and the amount of interaction with Panopto, a video viewing software imbedded into Canvas.
- Room:** Conference Foyer
- Title:** **Fostering Ambitions: Understanding Barriers and Motivating Factors for Healthcare Careers at an HSI**
- Presenters:** Diego Ruiz, University of New Mexico
 Jake Greenberg, University of New Mexico
 Ken Cradock, University of New Mexico
- Time:** 4:30 PM – 5:15 PM
- Abstract:** This study investigates barriers and motivators influencing healthcare career aspirations among New Mexican pre-health students at the University of New Mexico's Health Professions Symposium (HPS), the state's largest health professions event. We aim to identify healthcare pipeline challenges to inform strategies that promote equity and strengthen the state's healthcare workforce.

Session Descriptions

Poster Sessions: Thursday, February 27, 2025 – 4:30 PM – 5:15 PM (continued)

Session Rooms	Conference Foyer
Session 4 presentations	POSTER SESSION

Room: Conference Foyer

Title: **Jump-Start: Assessing Effective Clinical Internships**

Presenters: Margo Collier, University of New Mexico

Time: 4:30 PM – 5:15 PM

Abstract: Traditionally, once all required university classes are completed, graduate students are assigned internships in the last semester of the educational diagnosis program in New Mexico. This study evaluates the effectiveness of integrating theoretical knowledge taught at the university with continuous clinical internship placements throughout the entire program, which is related to student retention and assessment of the program. Over 100 students and graduates have participated in the study.

Room: Conference Foyer

Title: **New Approaches to Academic Program Review**

Presentation continues work started at the New Mexico Higher Education Assessment Association Summer Retreat.

Presenters: Bárbara Gamillo, New Mexico State University
Ryan Goss, New Mexico State University
Sarah Daughtrey, New Mexico State University

Time: 4:30 PM – 5:15 PM

Abstract: Our team will present our experience in building a new Academic Review Process, which we worked on as a team at the Summer Retreat. We will show how we incorporated a time-on-task, data-based approach to both annual assessment reporting, Gen Ed assessment, and other areas of program assessment using Canvas, Canvas groups, and targeted assignments. We will present both successful efforts and improvements we anticipate based on departmental experience with the new format.

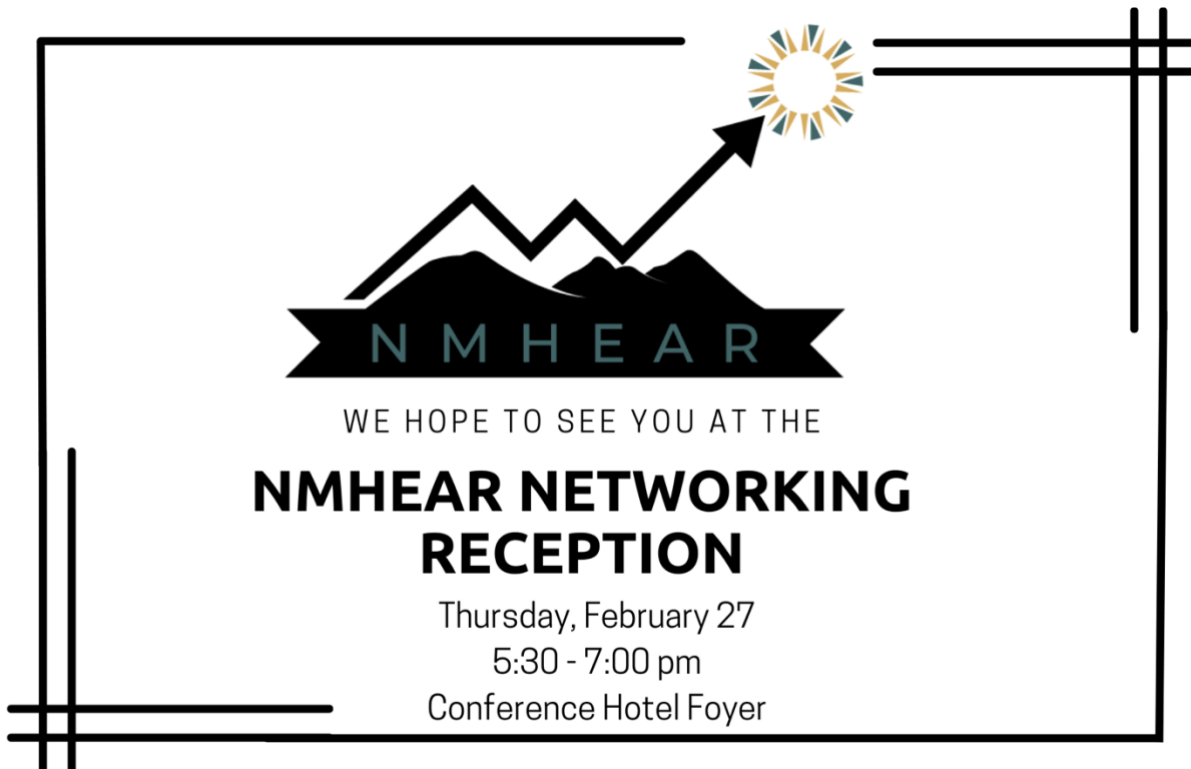
Room: Conference Foyer

Title: **Improving data literacy in undergraduate biology education**
STEM Focus

Presenters: Corey Green, Eastern New Mexico University
Lassiter Speller, Eastern New Mexico University

Time: 4:30 PM – 5:15 PM

Abstract: This poster will explore how a change in curriculum material at different levels of undergraduate biology courses helps to improve data literacy of students. Big data sets are synonymous with the digital era of the 21st century with data fluency becoming increasingly valuable. Current biology curriculum typically separates data analysis from basic sciences. Here, we updated undergraduate biology labs with data centric exercise in all levels of student learning in an effort to improve their statistical confidence and analytical literacy.



JOIN US FOR CONTINENTAL BREAKFAST!

Salons E & F

7:30 AM – 9:00 AM

Breakfast is included with your conference registration.

Annual Membership & Board Meeting – Friday, February 28, 2025 – 8:00 AM – 8:45 AM

- Room:** Sandia
- Title:** **New Mexico Higher Education Assessment Association Meeting – Annual Membership & Board Meeting**
- Board Members:** Todd DeKay (President), Carley Casey (Executive Secretary), Laura Grant (Retreat Director), Cris Watson (Financial and Registration Director)
- Time:** 8:00 AM – 8:45 AM
- Abstract:** Annual meeting of the New Mexico Higher Education Assessment Association, Inc. Items for consideration and/or action include discussion of statewide assessment issues, the NMHEAA board updates, and election of the President-Elect.

Meeting is open to the public – all are welcome!

Session Descriptions

Session Five: Friday, February 28, 2025 – 9:00 AM – 9:45 AM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Rethinking Assessment in the Age of Artificial Intelligence	Improve Student Retention with Data-Driven Insights: Maximizing the Power of the LMS	Building Culturally Responsive Student Support Programs in 2-Year Hispanic Serving Institutions (HSIs)	Assessment with Purpose: Faculty Insights and Mission-Driven Practices	How prerequisites requirements affect students' performance – a case study in General Chemistry		Impact of Scheduling Change on Retention of Undergraduate and Graduate Students and Faculty Feedback	HLC's Revised Criteria for Accreditation

Room: Cimarron

Title: **Rethinking Assessment in the Age of Artificial Intelligence**
Artificial Intelligence Focus

Presenters: Tracie Campbell, Eastern New Mexico University
Matthew Vetterly, Eastern New Mexico University
Elizabeth Stewart, Eastern New Mexico University
Presley Shilling, Eastern New Mexico University

Time: 9:00 AM – 9:45 AM

Abstract: Artificial intelligence has become an amazing tool for research and learning, but many teachers fear their students are using it to cheat on assignments. By using a variety of assessment strategies, such as coupling written assignments with visual presentations, educators can gain insights on student work without AI detectors.

Room: Las Cruces

Title: **Improve Student Retention with Data-Driven Insights: Maximizing the Power of the LMS**

Presenters: Becky Keith, IntelliBoard, **Vendor**
Roberta Nava, NMSU Global

Time: 9:00 AM – 9:45 AM

Abstract: In today's fast-evolving educational landscape, data is more than just numbers-it is the key to student retention, optimizing institutional efficiency, and empowering educators and administrators to make informed decisions. This panel discussion dives deep into how learning analytics can revolutionize how higher education institutions understand and enhance student experience.

Room: Santa Fe

Title: **Building Culturally Responsive Student Support Programs in 2-Year Hispanic Serving Institutions (HSIs)**

Presenters: Sofia Ugarte, New Mexico State University Alamogordo
Patricia McClure, Doña Ana Community College
Lorenzo Pino, New Mexico State University Grants

Time: 9:00 AM – 9:45 AM

Abstract: This presentation explores culturally responsive student support models developed through Title V and Title III grants at New Mexico State University community colleges, aimed at improving retention among Hispanic and first-generation students. Participants will learn how needs assessments informed tailored success coach and peer mentor programs that address students' cultural and academic needs, building engagement and persistence

Session Descriptions

Session Five: Friday, February 28, 2025 – 9:00 AM – 9:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Rethinking Assessment in the Age of Artificial Intelligence	A Review of Graduation Rates of Students by Ethnicity and Other Variables	Building Culturally Responsive Student Support Programs in 2-Year Hispanic Serving Institutions (HSIs)	Assessment with Purpose: Faculty Insights and Mission-Driven Practices	How prerequisites requirements affect students' performance – a case study in General Chemistry		Impact of Scheduling Change on Retention of Undergraduate and Graduate Students and Faculty Feedback	HLC's Revised Criteria for Accreditation

Room: Salons G & H

Title: **Assessment with Purpose: Faculty Insights and Mission-Driven Practices**

Presenters: Melissa Reed, Clovis Community College
Vicki DeLeon, Clovis Community College

Time: 9:00 AM – 9:45 AM

Abstract: This presentation explores how surveying faculty can uncover training needs to enhance assessment practices across a college. By using survey data, the aim is to bridge gaps in faculty understanding and engagement with assessment processes. Additionally, this presentation emphasizes the importance of integrating the institution's mission, vision, and values into the assessment process. Moving beyond compliance-driven approaches to create meaningful, purpose-driven change.

Room: Carlsbad

Title: **How prerequisites requirements affect students' performance - a case study in General Chemistry**
STEM Focus

Presenters: K Joseph Ho, University of New Mexico

Time: 9:00 AM – 9:45 AM

Abstract: How would prerequisite requirements impact students' course performance? Do prerequisite requirements bring anticipated benefits to our general education courses? Will prerequisite courses slow down students' progress toward graduation? In this presentation, we will investigate the use of prerequisite requirements and focus on the gateway course, General Chemistry for STEM majors, to discuss the above questions. Course grades and assessment data will be used to compare their performance.

Session Descriptions

Session Five: Friday, February 28, 2025 – 9:00 AM – 9:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Rethinking Assessment in the Age of Artificial Intelligence	A Review of Graduation Rates of Students by Ethnicity and Other Variables	Building Culturally Responsive Student Support Programs in 2-Year Hispanic Serving Institutions (HSIs)	Assessment with Purpose: Faculty Insights and Mission-Driven Practices	How prerequisites affect students' performance – a case study in General Chemistry		Impact of Scheduling Change on Retention of Undergraduate and Graduate Students and Faculty Feedback	HLC's Revised Criteria for Accreditation

Room: Sandia

Title: **Impact of Scheduling Change on Retention of Undergraduate and Graduate Students and Faculty Feedback**

Presenters: Michael Shaughnessy, Eastern New Mexico University
John Petrone, Eastern New Mexico University
Mark Viner, Eastern New Mexico University

Time: 9:00 AM – 9:45 AM

Abstract: This study examines the effects of a scheduling change implemented in Fall 2020, when a university shifted from a 16-week semester structure to two 8-week sessions. The analysis includes data on student withdrawals and grade distributions, along with faculty and student feedback collected through a mixed-methods Qualtrics survey. The study explores potential implications for student retention and teacher preparation.

Room: Pecos

Title: **HLC's Revised Criteria for Accreditation**

Presenters: Jennifer Hodges, Doña Ana Community College

Time: 10:00 AM – 10:45 AM

Abstract: The Higher Learning Commission (HLC) revised criteria for accreditation will be effective September 2025. The revisions include a new "Institutional Mission" section, a reduction from five to four criterion, and removal of the subcomponents. This presentation will review the revisions with a focus on the new Criterion 3: Teaching and Learning for Student Success, which includes the Core Component Assessment of Student Learning.

Session Descriptions

Session Six: Friday, February 28, 2025 – 10:00 AM – 10:45 AM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
From Engagement to Retention: Practical Applications of Notebook LM in Learning	Bridging the Gap: Preparing Traditional College Professors for Dual Credit Students	Impact of Teacher Residencies in New Mexico on Pre-service Teacher Effectiveness	Assessing Quantitative Reasoning for General Education	Play It Out: Creative Approaches to Foster Student Retention in Higher Education	Assessments that Stand the Test of Time: Low tech Formative Assessments in the High-Tech Era	Classroom Retention Through Community Building and Foodways	

Room: Cimarron

Title: **From Engagement to Retention: Practical Applications of Notebook LM in Learning**
Artificial Intelligence Focus

Presenters: Janet Birkey, Eastern New Mexico University
Matthew Vetterly, Eastern New Mexico University

Time: 10:00 AM – 10:45 AM

Abstract: Retention strategies: This presentation offers strategies for using Notebook LM (a Google AI tool) to create interactive, personalized learning experiences to boost student engagement. Participants will explore adaptive assessments, multimedia resources, and collaborative activities to promote meaningful participation, supporting retention and fostering academic success in higher education.

Room: Las Cruces

Title: **Bridging the Gap: Preparing Traditional College Professors for Dual Credit Students**
Dual Credit Focus

Presenters: Eric Arpelar, Four Corners Regional Education Cooperative

Time: 10:00 AM – 10:45 AM

Abstract: This presentation examines the problems college teachers face when teaching high school students who are taking college courses for credit. It focuses on building skills and solving these problems. It discusses different teaching methods, both online and in person, and how college teachers can work with high school staff to help students do better and stay in college.

Room: Santa Fe

Title: **Impact of Teacher Residencies in New Mexico on Pre-service Teacher Effectiveness**
Teacher Preparation Focus

Presenters: Stephanie Fanselow, Western New Mexico University
Cindy Bengel, Eastern New Mexico University
Marjori Krebs, University of New Mexico
Stephen Weatherburn, New Mexico Highlands University

Time: 10:00 AM – 10:45 AM

Abstract: Teacher Residencies are available to pre-service teachers at 8 institutions of higher education in New Mexico. Portfolio assessments were adopted throughout New Mexico in 2023-2024 to evaluate pre-service teacher effectiveness in their capstone experience. We will share preliminary data comparing teacher residents with traditional capstone students across New Mexico.

Session Descriptions

Session Six: Friday, February 28, 2025 – 10:00 AM – 10:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
From Engagement to Retention: Practical Applications of Notebook LM In Learning	Bridging the Gap: Preparing Traditional College Professors for Dual Credit Students	Impact of Teacher Residencies in New Mexico on Pre-service Teacher Effectiveness	Assessing Quantitative Reasoning for General Education	Play it Out: Creative Approaches to Foster Student Retention in Higher Education	Assessments that Stand the Test of Time: Low tech Formative Assessments in the High-Tech Era	Classroom Retention Through Community Building and Foodways	

Room: Salons G & H

Title: **Assessing Quantitative Reasoning for General Education**
STEM Focus

Presenters: Elizabeth Kerl, University of New Mexico

Time: 10:00 AM – 10:45 AM

Abstract: Quantitative Reasoning (QR) as a General Education Skill can be difficult to assess using traditional methods of asking students to only calculate values. As an Institutional Researcher who analyzes GE in University of New Mexico’s Office of Assessment & APR, the session will offer alternative assignment prompts that highlight student quantitative skills from Algebra to Chemistry and beyond. It will focus on providing a number of example assignment prompts that allow students to fully demonstrate each of the three dimensions/component skills in QR.

Room: Carlsbad

Title: **Play it Out: Creative Approaches to Foster Student Retention in Higher Education**

Presenters: Maria Migueliz-Valcarlos, Eastern New Mexico University

Time: 10:00 AM – 10:45 AM

Abstract: In an era of increasing challenges to student retention and engagement, institutions of higher education must adopt innovative, inclusive pedagogies that address the diverse needs of their student populations. This participative session will focus on using theater techniques as a tool to foster student retention in Higher Education.

Room: Salons I & J

Title: **Assessments that Stand the Test of Time: Low-Tech Formative Assessments in the High-Tech Era**

Presenters: Soledad Garcia King, University of New Mexico – Valencia
Maida Walters, Michigan State University

Time: 10:00 AM – 10:45 AM

Abstract: In this presentation participants will learn about low-tech, time effective strategies for conducting formative assessments. The presentation aims to provide examples of formative assessments for use in both online and in-person classes with readily available resources. The participants will reflect on assessment strategies that nurture student growth in the classroom.

Session Descriptions

Session Six: Friday, February 28, 2025 – 10:00 AM – 10:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
From Engagement to Retention: Practical Applications of Notebook LM In Learning	Bridging the Gap: Preparing Traditional College Professors for Dual Credit Students	Impact of Teacher Residencies in New Mexico on Pre-service Teacher Effectiveness	Assessing Quantitative Reasoning for General Education	Improv Play to Foster Presence and Connection	Assessments that Stand the Test of Time: Low tech Formative Assessments in the High-Tech Era	Classroom Retention Through Community Building and Foodways	

Room: Sandia

Title: **Classroom Retention Through Community Building and Foodways**

Presenters: Lizeth Bustillos, University of New Mexico – Valencia
Lily Intong, University of New Mexico – Valencia

Time: 10:00 AM – 10:45AM

Abstract: The two presenters will discuss how community, equity, and inclusion contribute to classroom retention in a writing and math course. Through creating teams of support and using foodways (a facet of understanding cultural heritage, identity formation, and food as communication) we create a sense of belonging by understanding the nuances of student identities, struggles, and perspectives.

Session Descriptions

Session Seven: Friday, February 28, 2025 – 11:00 AM – 11:45 AM

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Impact of Project Abroad Experience on Learning and Professionalism	Trauma-Informed Curriculum 101: Improving Developmental Math Performance with AI and the Incomplete Grade Option	Navigating Academic Identity: The Critical Role of Leadership and Mission Statement Development in First-Year Experience		Assessing Tailoring Voice for Specific Audiences at a Large Community College English Department	Using the Tenets of Culturally Responsive Pedagogy to Explore Cultural Competence of Faculty at a Rural Hispanic-Serving Community College		Leveraging Compliance Reporting Effort for Institutional Improvement (<i>For Post-Conference NMAIRP attendees ONLY; 11:30am – 12:50pm</i>)

Room: Cimarron

Title: **Impact of Project Abroad Experience on Learning and Professionalism**

Presenters: Rebecca Davis, Eastern New Mexico University
 Jihyun Woo, Eastern New Mexico University
 Janet Birkey, Eastern New Mexico University
 Lacey Dolney Bundy, Eastern New Mexico University
 Emily Cole, Eastern New Mexico University

Time: 11:00 AM – 11:45 AM

Abstract: The Eastern New Mexico University Fulbright-Hays GPA project team traveled to Korea in June 2024. The project aims to acquire first-hand curriculum development materials to design an online course for enhancing diversity and global awareness. These experiences impact the project participants in creating a better understanding and respectful mindset of cultural diversity. The project team will discuss how the project abroad experiences influence their professional and personal growth. Students' final projects to measure their learning outcomes through the program will introduce and disc the best practices in formative and summative assessments.

Room: Las Cruces

Title: **Trauma-Informed Curriculum 101: Improving Developmental Math Performance with AI and the Incomplete Grade Option**
Artificial Intelligence Focus

Presenters: Jake Greenberg, University of New Mexico
 Audrey Lee, University of New Mexico
 Felana Chee, University of New Mexico
 Cash Clifton, University of New Mexico

Time: 11:00 AM – 11:45 AM

Abstract: This study examines the impact of trauma-informed curriculum (TIC) and AI-based learning (ALEKS – Assessment and Learning in Knowledge Spaces) on developmental math success at UNM, finding improved pass rates, particularly for at-risk students. It also explores the Student-Initiated Incomplete Grade Option (SIIGA), which extended courses for struggling students, increasing pass rates by 4.6% from 2015-2022.

Session Descriptions

Session Seven: Friday, February 28, 2025 – 11:00 AM – 11:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Impact of Project Abroad Experience on Learning and Professionalism	Trauma-Informed Curriculum 101: Improving Developmental Math Performance with AI and the Incomplete Grade Option	Navigating Academic Identity: The Critical Role of Leadership and Mission Statement Development in First-Year Experience		Assessing Tailoring Voice for Specific Audiences at a Large Community College English Department	Using the Tenets of Culturally Responsive Pedagogy to Explore Cultural Competence of Faculty at a Rural Hispanic-Serving Community College		Leveraging Compliance Reporting Effort for Institutional Improvement (<i>For Post-Conference NMAIRP attendees ONLY; 11:30am – 12:50pm</i>)

Room: Santa Fe

Title: **Navigating Academic Identity: The Critical Role of Leadership and Mission Statement Development in First-Year Experiences**

Presenters: Victoria Banuelos, New Mexico State University

Time: 11:00 AM – 11:45 AM

Abstract: Leadership development and the personal mission statement creation in first-year experience courses offer a transformative approach to student success. By providing strategic frameworks for self-reflection and goal setting, these interventions enhance academic engagement, identity formation, and personal empowerment during critical transition periods. Participants will be asked to work on their own mission statement at the end of the presentation.

Room: Carlsbad

Title: **Assessing Tailoring Voice for Specific Audiences at a Large Community College English Department**

Presenters: Douglas Texter, Johnson County Community College

Time: 11:00 AM – 11:45 AM

Abstract: This presentation will detail the planning and implementation of a faculty-driven, authentic assessment in Composition II at a very large community college English department. Steps discussed will include the following: committee work to plan the assessment; communication with fulltime, adjunct, and embedded dual credit instructors; artifact collection; norming and scoring; discussion of results; closing of the loop through building new assignments and conducting small group workshops.

Room: Salons I & J

Title: **Using the Tenets of Culturally Responsive Pedagogy to Explore Cultural Competence of Faculty at a Rural Hispanic-Serving Community College**

Presenters: Edna Yokum, Eastern New Mexico University – Roswell

Time: 11:00 AM – 11:45 AM

Abstract: Improving the assessment, retention, and graduation of Latinx students continues to be a national priority based on increasing federal funding for Hispanic Serving Institutions (HSIs). The purpose of this study was to determine the cultural competencies of faculty at a rural Hispanic-serving community college in New Mexico by exploring their perspectives toward the three tenets of culturally responsive pedagogy (CRP). The results present faculty familiarity with the three tenets of CRP and the barriers to implementation.

Session Descriptions

Session 7: Friday, February 28, 2025 – 11:00 AM – 11:45 AM (continued)

Cimarron	Las Cruces	Santa Fe	Salons G & H	Carlsbad	Salons I & J	Sandia	Pecos
Impact of Project Abroad Experience on Learning and Professionalism	Trauma-Informed Curriculum 101: Improving Developmental Math Performance with AI and the Incomplete Grade Option	Undergraduate Students' Perceptions of Marijuana Use in a Legalized State		Assessing Tailoring Voice for Specific Audiences at a Large Community College English Department	Using the Tenets of Culturally Responsive Pedagogy to Explore Cultural Competence of Faculty at a Rural Hispanic Serving Community College		Leveraging Compliance Reporting Effort for Institutional Improvement (For Post-Conference NMAIRP attendees ONLY; 11:30am – 12:50pm)

Room: Pecos

Title: **Leveraging Compliance Reporting Effort for Institutional Improvement**
For Post-Conference NMAIRP attendees only.

Presenters: Rebecca Galves, College and Career Readiness Bureau, NMPED
John Bollweg, University of New Mexico – Valencia
Adele Springer, Western New Mexico University
Susan Chaudoir, College and Career Readiness Bureau, NMPED

Time: 11:30 AM – 12:50 PM

Abstract: This will be a free-range discussion of how we close the loop with Perkins and other compliance reporting data, using data warehouses to support reporting, and strategies to grow the range of programs and colleges using Perkins funding. **Lunch will be provided.**

POST-CONFERENCE WORKSHOPS SNACKS & DRINKS SPONSORED BY:



The February 28 working luncheon and afternoon beverage service is sponsored by an Advance CTE grant-funded project
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Session Descriptions

Post-Conference Workshops: Friday, February 28, 2025— 1:00 PM – 2:30 PM

Start	End	Carlsbad	Sandia	Pecos
1:00 PM	2:30 PM	Post-Conference Workshop: NM State Authorization Network (SAN) Summit	Post-Conference Workshop: NMDCP Annual Business Meeting	Post-Conference Workshop: Annual Meeting for NMAIRP

Room: Carlsbad

Title: **NM State Authorization Network (SAN) Summit**

Presenters: Alicia Armijo, NC-SARA Coordinator for NMHED

Time: 1:00 PM – 2:30 PM

Abstract: This workshop is the fifth annual meeting of the New Mexico State Authorization Network (NM-SAN). The New Mexico Higher Education Department NC SARA Coordinator will attend and provide important information regarding changes to SARA. There will be updates regarding NMHED processes and best practices for ensuring distance education compliance. Attendees will discuss needs and concerns relating to state authorization and provide feedback about NM-SAN Services.

Room: Sandia

Title: **NMDCP Annual Business Meeting**
Dual Credit Focus

Presenters: Kelsey Mead, University of New Mexico – Taos
Annie Willmon, San Juan College

Time: 1:00 PM – 2:30 PM

Abstract: This workshop is the state-wide annual business meeting for New Mexico Dual Credit Partnerships, an affiliated chapter with National Alliance of Concurrent Enrollment Partnerships (NACEP).

Room: Pecos

Title: **Annual Meeting for NMAIRP**

Presenters: Kate McGowan, New Mexico State University, NMAIRP President

Time: 1:00 PM – 2:30 PM

Abstract: The New Mexico Association for Institutional Research and Planning (NMAIRP) will hold its annual meeting. One to two presenters will speak on current issues related to institutional research and planning.

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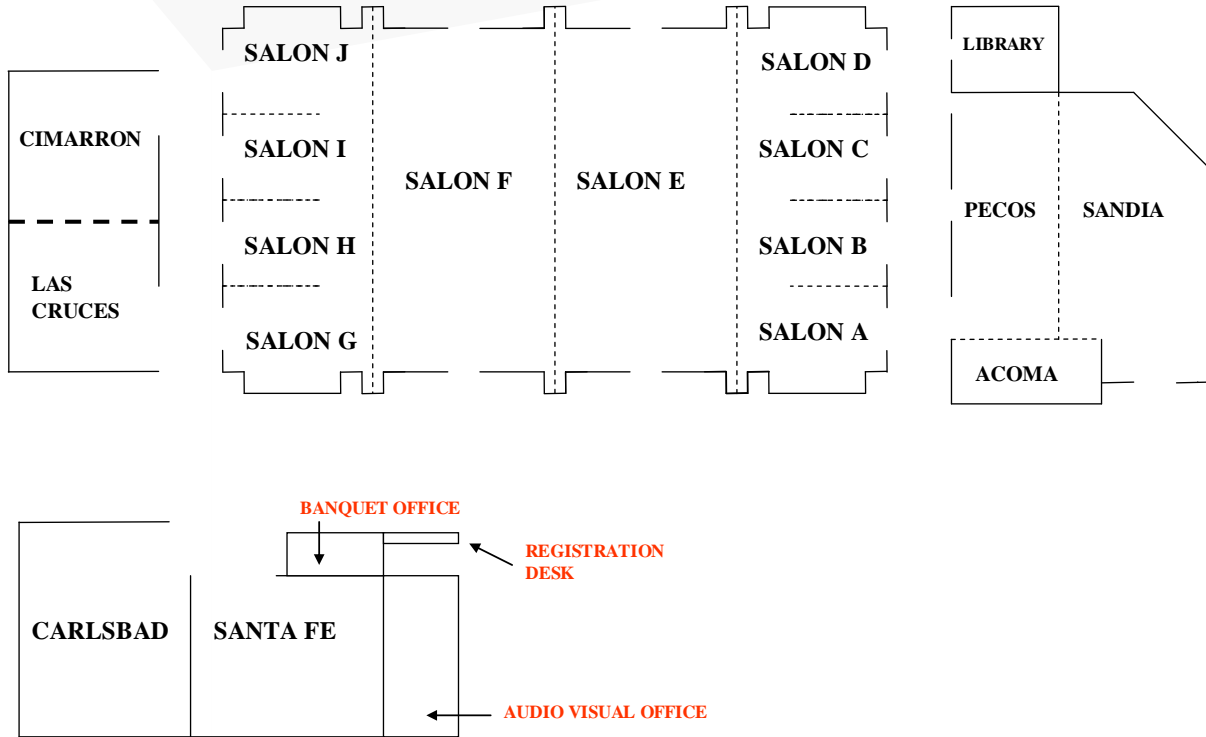
The graphic shows a black silhouette of a mountain range. A black arrow points upwards from the right side of the mountains towards a stylized sun with yellow and blue rays. Below the mountains, the letters 'N M H E A R' are written in a light blue, sans-serif font on a black banner.

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**2026 NEW MEXICO HIGHER EDUCATION ASSESSMENT
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Albuquerque, NM
February 2026
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Meeting Space Diagram:



WI-FI NETWORK: **MARRIOTT CONFERENCE**

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