



## **Opportunity from Crisis: Adversity as a Springboard for Progress**



February 24 and 25, 2022  
Marriott Albuquerque  
2101 Louisiana Boulevard NE  
Albuquerque, NM

# **New Mexico Higher Education Assessment Association, Inc.**

## **A New Mexico Non-Profit Corporation**

*Established in 1997 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.*

<b>President</b>	<b>Kathryn Achen (New Mexico State University)</b>
<b>President Elect</b>	<b>Laura Grant (New Mexico State University)</b>
<b>Executive Secretary</b>	<b>Patrice Caldwell (Eastern New Mexico University)</b>
<b>Conference/Summer Retreat Director</b>	<b>Shelly Stovall (New Mexico State University)</b>
<b>Registration/Support</b>	<b>Cristine Watson (Eastern New Mexico University)</b>

### **Past-Presidents**

2020	David Smith (New Mexico State University)
2019	Joel Dykstra (New Mexico Military Institute)
2018	Susan Wood (Doña Ana Community College)
2017	Krista MacDonald (Doña Ana Community College)
2016	Barbara Taylor (Western New Mexico University)
2015	Dawn Kenney (Central New Mexico Community College)
2014	Tom Root (University of New Mexico-Albuquerque)
2013	Shelly Stovall (New Mexico State University)
2012	Rich Kestner (New Mexico Military Institute)
2011	Pat Boyer (University of New Mexico-Los Alamos)
2010	Bruce Martin (New Mexico State University-Alamogordo)
2009	Barbara Taylor (Western New Mexico University)
2008	Susan Wood (Doña Ana Community College)
2007	Kayleigh Carabajal (Central New Mexico Community College)
2006	Roberta Derlin (New Mexico State University)
2005	Dann Brown (Eastern New Mexico University)
2004	Phyllis Mingus-Pepin (Galveston College, TX)
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)
1999	Fred Lillibridge (Doña Ana Community College)
1998	Alec Testa (Eastern New Mexico University)
1997	Lovina Mack (Clovis Community College)

### **Conference Locations**

2022	Marriott Albuquerque
2021	None
2007 to 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
1999	Albuquerque Hilton Hotel
1998	Albuquerque Hilton Hotel
1997	Las Cruces Hilton Hotel



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

Dear Colleagues,

On behalf of the New Mexico Higher Education Assessment Association (NMHEAA) and the New Mexico Higher Education Assessment and Retention (NMHEAR) conference steering committee, I would like to welcome you to the 2022 annual conference, themed *Opportunity from Crisis: Adversity as a Springboard for Progress*. It is our hope that each of you will leave with a clearer sense of how assessment can foster effective and inclusive teaching practices and otherwise support equitable student learning and retention outcomes. This year provides a unique opportunity for educators and researchers to explore and discuss the evolution of assessment and retention during the pandemic and thereafter.

We are pleased to welcome Dr. Robert Ubell as this year's keynote speaker. Robert Ubell is Vice Dean Emeritus of Online Learning at NYU's Tandon School of Engineering and a Senior Advisor to Stevens Institute of Technology. He is the recipient of the highest honor given for individual achievement in digital education, the A. Frank Mayadas Leadership Award. He is a Fellow of the Online Learning Consortium (OLC) and a member of the Advisory Board of Online Learning, the journal of OLC, where he served on the organization's board for a number of years. He was a member of McGraw-Hill Education's Learning Science Research Advisory Board, a columnist for EdSurge, and he writes for Inside Higher Ed, The Chronicle and other major publications. Ubell has contributed nearly 90 articles to scholarly and general periodicals and is the author or editor of 20 books, with the most recent being *Going Online*, published in 2017, and its companion volume, *Staying Online*, published September 2021.

The strength of this conference is, and has always been, the quality of our presenters. I want to personally thank all the presenters, panelists, and poster designers for their contributions. I also want to acknowledge and thank the conference planning committee members for their expertise and commitment to this event.

Finally, I want to thank you for your participation in our 2022 NMHEAR conference. No matter your role, join in and engage! We all benefit by your unique perspectives. I am confident we will all leave with ideas and plans to enhance the teaching, learning and retention of students at our colleges and universities.

Warm Regards,

Kathy Achen, President  
New Mexico Higher Education and Assessment Association

## **New Mexico Higher Education Assessment and Retention Conference**

The annual New Mexico Higher Education Assessment and Retention (NMHEAR) Conference will be held February 24 and 25, 2022, in Albuquerque, New Mexico at the Marriot Albuquerque. This conference is run by the **New Mexico Higher Education Assessment Association, Inc. (NMHEAA)**, a New Mexico non-profit corporation.

The NMHEAA is operated by members and a board of directors. The annual conferences are planned and operated by a Conference Planning Committee that includes the Board of Directors of the NMHEAA and volunteers from various New Mexico institutions of higher education.

Each year NMHEAR invites special guest presenters, leaders in the fields of assessment and retention. The conference also features presentations from state, regional and national experts in assessment and retention strategies. This year's featured presenters are Robert Ubell, Vice Dean Emeritus of Online Learning at NYC's Tandon School of Engineering and a Senior Advisor to Stevens Institute of Technology, and Dr. Patrick Turner, Associate Provost of Student Success, New Mexico State University.

### **Implications of Active and Online Learning on Equity and Access in Higher Education**

In this unique interview-style keynote address, active and online learning expert, Robert Ubell, responds to critical questions about online learning, active learning and the impact the Covid-19 pandemic has on higher education. The speed at which higher education worldwide made a sweeping transition to online learning in the spring of 2020 was unprecedented. Were the changes temporary, or did they usher in a new way of thinking about and experiencing higher education? Mr. Ubell will help us unpack the immediate challenges and opportunities brought on by this shift, as well as the potential long-term impact on teaching and learning in a post-pandemic world.

# New Mexico Higher Education Assessment and Retention Conference 2022

Thursday, February 24

## Conference Registration

7:30 a.m. – 4:00 p.m.

## Pre-Conference Workshops

Thursday 8:30 a.m. – 11:00 a.m.

[Break at 9:45 – coffee and light snack served]

### Workshop 1 (\$60)

Location **Sandia**

Title **Inclusive Teaching: Welcoming Ain't Belonging**

Presenter(s) Dr. Patrick Turner, Associate Provost of Student Success, New Mexico State University

Abstract Inclusive classrooms and campuses are where individuals (i.e. students, faculty, educational administrators) work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express their views and concerns. Content and activities are explicitly viewed from the multiple perspectives and varied experiences of a range of groups.

The Inclusive Teaching Workshop will provide information on research and research-based interventions to help institutions create a more inclusive environment inside and outside the classroom for male students, particularly men of color (MOC), who experience high levels of invalidation, disengagement, and attrition rate (Harris & Wood, 2013). The workshop includes breakout group time for participants to discuss the application of workshop information to their own pedagogy and engagement of MOC.

### Workshop 2 (\$40)

Location **Cimarron**

Title **NM State Dual Credit Meeting**

Facilitator Amanda Vescovo, Assistant Director, Academic Advising, Doña Ana Community College

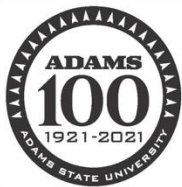
Abstract Attendees will have the opportunity to communicate with both NMPED and NMHED representatives regarding the future direction of dual credit in the state of New Mexico. This is an opportunity for secondary, post-secondary, counselors, administrators, academic advisors, program coordinators, faculty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

Lunch Sponsored by

# ADAMS STATE UNIVERSITY

## Higher Education Administration and Leadership

### MASTER OF ARTS with an Executive Leadership Institute post-graduate certificate option



- National Leader in online learning since 1989
- Affordable and convenient
- Online cohort model
- Emphasis on equity, social justice and diversity
- Geared toward working adults
- Join students from diverse backgrounds
- Scholarships for those who qualify
- Nationally known faculty
- Holistic advising



[adams.edu/heal](https://adams.edu/heal)

To set up a Zoom meeting:  
[calendly.com/heal\\_asu](https://calendly.com/heal_asu)

**Thursday 11:30-12:45 p.m.**  
**Salons E & F**

**Keynote Address – Robert Ubell**

### **Implications of Active and Online Learning on Equity and Access in Higher Education**

In this unique interview-style keynote address, active and online learning expert, Robert Ubell, responds to critical questions about online learning, active learning and the impact the Covid-19 pandemic has on higher education. The speed at which higher education worldwide made a sweeping transition to online learning in the spring of 2020 was unprecedented. Were the changes temporary, or did they usher in a new way of thinking about and experiencing higher education? Mr. Ubell will help us unpack the immediate challenges and opportunities brought on by this shift, as well as the potential long-term impact on teaching and learning in a post-pandemic world.

**Session One**  
**Thursday 1:15 p.m. – 2:00 p.m.**

Location **Salon A & B**

Session 1-1 **Culturally Responsive Early Childhood Teacher Preparation**

Presenter(s) Cindy Martinez, Associate Professor, School of Education: Early Childhood Programs, Western New Mexico University

Abstract An alternative pathway to prepare early childhood teachers through Culturally-Responsive and Culturally-Sustaining Pedagogy that integrates students' previous learning and funds of knowledge with current theory and classroom practices. Experiences and assessments used to advance the teacher candidates' qualifications through a combination of coursework and direct application with the goal of increasing retention of teacher candidates will be discussed.

Location **Salon C & D**

Session 1-2 **Instructor's Role in Fostering a More Inclusive Learning Environment**

Presenter(s) Julia W. So, Associate Professor, Sociology/Division Chair, Social Sciences, University of New Mexico – Valencia  
Heather Sweetser, Senior Lecturer, Arabic, Foreign Languages, University of New Mexico - Albuquerque  
Amir Hedayati, Assistant Professor, Organization, Information and Learning Sciences, University of New Mexico – Albuquerque  
Soledad Garcia-King, Director Teaching and Learning Center, Humanities, University of New Mexico - Valencia

Abstract An inclusive classroom is critical for student course retention. This session covers six elements to an inclusive face-to-face classroom, strategies to craft an inclusive syllabus, and four ways to reduce barriers in learning in an online classroom. The session concludes with a different way to assess student learning.

Location **Salon G & H**

Session 1-3 **Empowering Graduate Students through Capstone Project Experience**

Presenter(s) Dr. Kathleen Wagner, Associate Professor, Educational Studies, Eastern New Mexico University  
Dr. Elizabeth Jackson, Assistant Professor, Educational Studies, Eastern New Mexico University

Abstract The culminating experience of a master's degree program is meaningful when students engage in a capstone project that empowers them to directly connect theory to practice. The graduate capstone project enables program faculty to effectively assess how students apply their comprehensive knowledge and emerge as leaders in the teaching profession.

Location **Pecos**

Session 1-4 **Town Hall**

Presenter(s)	Robert Ubell, Senior Advisor, Stevens Institute of Technology; Vice Dean Emeritus, NYU Tandon School of Engineering
Facilitator	Kathy Achen, Director of Online Quality Assurance and Assistant Professor, Doña Ana Community College
Abstract	In this session, conference participants will have a chance to discuss with Mr. Ubell the ideas presented in his keynote address.
Location	<b>Salons I &amp; J</b>
Session 1-5	<b>Supporting Academic Success for at Risk Nursing Students through Early Intervention: Meaningful Inclusion Series</b>
Presenter(s)	Sheila Fetherlin, Associate Professor, Nursing, Doña Ana Community College Rosa Meraz, Instructor, Nursing, Doña Ana Community College Cynthia Olivas, Program Director, Nursing, Doña Ana Community College
Abstract	The nursing workforce faces a challenge for providing culturally competent care. Research shows, patients receive culturally competent care from nurses who share a similar cultural background. Although diversity has increased in nursing programs, attrition of these students remains high. This study focuses on strategies for success for high-risk students.
Location	<b>Las Cruces</b>
Session 1-6	<b>The Importance of Interdisciplinary Collaboration in Retention: Benefits and Divided Loyalties</b>
Presenter(s)	Kim Knox, MSW, Ph.D., Assistant Professor, New Mexico Highlands University Loretta Salas, Ph.D., Associate Professor, Special Education, New Mexico State University
Abstract	The need for interdisciplinary collaboration skills is necessary in any profession. Students benefit from the diversity and engagement in interdisciplinary course work and experience offer. Tensions exist with divided loyalties, networks and collaborative skills for both students and faculty. The impact that interdisciplinary collaboration has on student retention will be discussed.
Location	<b>Cimarron</b>
Session 1-7	<b>Assessment Choices: Moving Beyond the Either/Ors of Assessment Work</b>
Presenter(s)	Jennifer Hodges, Associate Vice President for Academic Affairs, Accreditation and Assessment, Academic Affairs, Doña Ana Community College
Abstract	Assessment planning is a deliberate process involving choices often discussed in dichotomous terms, like surveys versus focus groups, formative versus summative, satisfaction versus learning. In this session, we will discuss the traditional dichotomous choices by considering middle zones and additional options. Audience members will discuss easy-to-implement ideas for their own work.



**Session Two**  
**Thursday 2:15 p.m. – 3:00 p.m.**

Location **Cimarron**

Session 2-1 **Successes of Virtual Reading Intervention Field Work During the COVID-19 Pandemic**

Presenter(s) Latasha Holt, Assessment Coordinator, College of Education, Curriculum and Instruction, University of Louisiana – Lafayette

Abstract This presentation shares pre-service teacher perceptions after administering virtual reading interventions during the COVID-19 pandemic. After completing seven weeks of virtual interventions with an assigned at-risk reader, data was collected on the experience. The successes and challenges shared in this presentation reveal details that can support future virtual outreach opportunities.

Location **Las Cruces**

Session 2-2 **Room Zoom as an Assessment Tool**

Presenter(s) Kathie Good, Chair, Educational Studies, Eastern New Mexico University  
Becky Davis, Assistant Dean, CET Eastern New Mexico University

Abstract The pandemic taught us many things. Most importantly it taught us to realize that assessment can be more than a pencil and paper activity. Room Zoom proved to be a fun way to assess student's comprehension of a topic.

Location **Salons I & J**

Session 2-3 **Opportunity from Crisis in Schitt's Creek: A Qualitative Analysis of How the Rose Family used Adversity as a Springboard for Progress**

Presenter(s) Dr. Janet Taylor Birkey, Assistant Professor, Communication, Eastern New Mexico University

Abstract How does the savviest of educators motivate students toward educational retention? Using humor and poignant situation analysis, this presentation teaches how to use situations in the television cult-favorite, Schitt's Creek to help students work through hindrances in meeting their educational process and reaching their educational/career goals.

Location **Salons G & H**

Session 2-4 **Opening Act Journal Writing: An Assessment of Enhanced Sociocultural Awareness & Authentic Writing in Composition Course**

Presenter(s) Dr. Debasmitta Roychowdhury, Associate Professor, English, Doña Ana Community College  
Frederick Almarez, Instructor, English, Doña Ana Community College

Abstract The purpose of this presentation is to demonstrate how Critical Media Literacy and Participatory Action Research methodologies implemented through the Opening Act Journal curriculum motivate learners to explore social justice issues and inspire authentic and purposeful writing. The assessment data demonstrate that learners become active participants and agents of change.

Location	<b>Salons C &amp; D</b>
Session 2-5	<b>Redesign of Placement Processes for English and Mathematics Courses</b> <i>This presentation is a result of the work started at the New Mexico Higher Education Assessment Association Summer Retreat.</i>
Presenter(s)	Tina Zuniga, PASOS Staff Coordinator, Student Services, University of New Mexico - Valencia Patricia Gillikin, Professor, English/Humanities, University of New Mexico - Valencia Ariel Ramirez, Assistant Professor, Mathematics/MECS, University of New Mexico - Valencia Steven Romero, Adjunct Instructor, English/Humanities, University of New Mexico - Valencia Ana June, Assistant Professor, English in Humanities, University of New Mexico - Valencia
Abstract	At the 2021 NMHEAA Retreat (supported by Title V PASOS grant) UNM-Valencia began redesigning English/math placement using multiple measures and directed self-placement to improve student outcomes. We will discuss our supporting research, tool development, and implementation. We also describe faculty/staff collaboration and ongoing professional development resulting from this initiative.
Location	<b>Salons A &amp; B</b>
Session 2-6	<b>Addressing Inclusion by Reflecting on Exclusion</b>
Presenter(s)	Sherrie Hildreth, Graduate Student, Education, New Mexico State University
Abstract	How do our students share their authentic selves in the classroom? We look at ourselves and engage in assessments that we can use with our students. Using short activities supported by Bloom's Taxonomy-based questions, understand yourself and then your students can do the same, too!
Location	<b>Carlsbad</b>
Session 2-7	<b>Brain-based Teaching Strategies</b>
Presenter(s)	Mayra Valadez, Philosophy, Humanities and Social Sciences, Doña Ana Community College
Abstract	The last thing any of us wants is for students to leave our class frustrated over being unable to grasp the class material. I will discuss teaching strategies founded on a combination of Bloom's Taxonomy and brain-based teaching strategies (based on the book BRAIN RULES by Dr. John Medina) that can increase a student's understanding and retention of the material and help them develop a sense of agency over their own learning.

**Break – Networking Opportunity**  
**3:00 p.m. to 3:30 p.m.**

**Session Three**  
**Thursday 3:30 p.m. – 4:15 p.m.**

Location **Salons A & B**

Session 3-1 **Assessing Student Teachers in the Field: A careful balance of observation, feedback, coaching, in real-world classrooms.**

Presenter(s) John Petrone, Assistant Professor of Educational Administration, Educational Studies, Eastern New Mexico University  
Matthew Vetterly, Assistant Professor of Educational Administration, Educational Studies, Eastern New Mexico University

Abstract In our presentation we will discuss how we assess student teachers in the field, and how to connect theory to practice utilizing our practical experience as veteran K-12 principals, current research, and New Mexico's observation tools.

Location **Salons C & D**

Session 3-2 **Strategic Scheduling Improves Degree Velocity (Time-to-Completion)**

Presenter(s) Brian Messer, Ph.D., Regional Vice President, Ad Astra

Abstract What does it mean to build a student-center course schedule? In this session, Dr. Brian Messer will share how colleges and universities use data to build a schedule aligned with student demand. By using specific data points, colleges and universities can now determine what, when, where, and how to offer courses to ensure students can take the courses they need. Specific examples of how optimizing the course schedule decreases course cancellations and increases degree velocity (time-to-completion) will be shared.

Location **Salons G & H**

Session 3-3 **Using Machine Learning to Identify At-Risk Students in an Introductory Programming Course**

Presenter(s) Cameron I. Cooper, Associate Professor, Computer Science, San Juan College

Abstract Nationally, more than one-third of students enrolling in introductory computer science programming courses (CS101) do not succeed. To improve student success rates, this research team used supervised machine learning to identify students who are “at-risk” of not succeeding in CS101 at a two-year public college. The resultant predictive model accurately identifies 99% of “at-risk” students in an out-of-sample test data set. The programming instructor piloted the use of the model’s predictions.

Location **Salons I & J**

Session 3-4 **Assessing and Improving Student Experience to Elevate Student Outcomes**

Presenter(s) Pamela Cheek, Associate Provost for Student Success, Office of the Provost and EVP for Academic Affairs, University of New Mexico – Albuquerque  
Joe Sushilla, University of New Mexico – Albuquerque

Abstract The UNM Student Experience Project addresses equity gaps in college success using social-psychological interventions related to growth mindset and social belonging in the classroom. Assessment shows that these techniques are effective in improving student experience. We will present data showing a significant link between student experience and academic outcomes.

Location **Cimarron**

Session 3-5 **Teaching Digital Literacy to Navigate a Changing Educational Landscape**

Presenter(s) Dr. Patrick Turner, Associate Provost of Student Success, New Mexico State University  
Daniel Olsson, Enterprise Instructional Technology Administrator, Academic Technology/Digital Learning, New Mexico State University

Abstract Fall 2020 New Mexico State University constructed its first digital literacy course to help students navigate the sudden transition to online remote learning. It was critical to retention efforts that all students, especially first year students, understood how to be effective, successful, and responsible online learners during a changing college environment.

Location **Las Cruces**

Session 3-6 **How to Succeed in High School and WIN in College: Expanding Reach through Technology, Leveraging Metacognitive Interventions, and Reforming Access**

Presenter(s) Kyle J. Castro, Student Success Supervisor Learning Development Programs, Center for Teaching and Learning, University of New Mexico – Albuquerque  
Emy Martinez-DeHerrera, Dean of Instruction/AVID Site Coordinator, Taos High School  
Stephanie Sanchez, Director Learning Assistance, Center for Teaching and Learning, University of New Mexico – Albuquerque

Abstract The transition from high school to college learning is a challenging process for students, often resulting in unnecessary barriers to retention. This presentation by Taos High School and UNM Center for Teaching & Learning explores those challenges and presents a collaborative project focused on metacognitive interventions and navigating college expectations.

Location **Carlsbad**

Session 3-7 **Using a Rubric for a Gen Ed Assessment in Two College Credit Mathematics Courses**

Presenter(s) Mychael Smith, Instructor, Mathematics, Doña Ana Community College  
Veronica Murga, Assistant Professor, Mathematics, Doña Ana Community College

Abstract In our presentation, we will be discussing a rubric that our assessment team created to assess college level mathematics courses. We will share the resources we used to create the rubric and the goals we set for assessment. We will also present the challenges we faced implementing the assessment and results from the first two implementations.

Location **Santa Fe**

Session 3-8 **Assessing the Impact of Project Based Learning on Electrical Engineering Students**

Presenter(s) Dhimitraq Duni, Assistant Professor, Mathematical Sciences, Eastern New Mexico University

Abstract In this project we will discuss a mixed method of assessment. We will use quantitative analysis in assessing content mastery, as well as other indicators of student engagement with a new learning management system. We will also conduct qualitative analysis to assess efficacy of Project Based Learning as a teaching method.

Location **Acoma**

Session 3-9 **Exercise is Medicine On Campus (EIM-OC) Retention Program: A High Impact Practice Educational Program**

Presenter(s) Melissa Knight Maloney, Professor and Chair, Health and Human Performance, Fort Lewis College  
Susumu Iwasaki, Assistant Professor, Health and Human Performance, Fort Lewis College  
Jeb Davis, Lecturer, Health and Human Performance, Fort Lewis College

Abstract EIM-OC promotes physical activity as a vital sign of health. Our students will work with the student health center and campus to promote physical activity and wellness. This is a unique, high-impact educational practice with a goal to increase connection with the department and improve retention for the college.

**Session Four**  
**Thursday 4:30 p.m. – 5:15 p.m.**

Location **Cimarron**

Session 4-1 **Competency-Based Grading in a College Classroom Assessment Course**

Presenter(s) Dr. Stephanie Fanselow, Assistant Professor, Secondary Education, Western New Mexico University

Abstract Competency-based grading is receiving a lot of attention as an alternative to traditional grading at the primary, secondary, and post-secondary levels. Competency-based grading was incorporated into a college-level Classroom Assessment course for pre-service and in-service teachers during the past 2 years. Logistics, outcomes, and challenges will be shared.

Location **Las Cruces**

Session 4-2 **The Effects of a Context-Based Game on Community College Students' Learning of Addition and Subtraction of Integers**

Presenter(s) Ken Thalmann, Instructor, Commercial Technologies, Doña Ana Community College  
Ruth Torres-Castillo, Post-Doctoral Researcher, Institute of Excellence in Math and Science, New Mexico State University  
Mohammad Al-younes, Doctoral Candidate, Teacher Preparation and Learning, New Mexico State University

Abstract We will present the findings of a study to determine if an iPad mathematics game for adult students is effective for helping them succeed and improving their retention. The results show that the game was not effective at allowing them to better learn the mathematical concepts, but was viewed positively.

Location	<b>Salons I &amp; J</b>
Session 4-3	<b>Happy or Not? Assessing, Addressing, and Improving Customer Service and Processes in Student Affairs</b>
Presenter(s)	Devin Stroman, Assistant Vice President, Student Affairs, Eastern New Mexico University-Roswell
Abstract	Two years ago, Eastern New Mexico University in Roswell piloted a customer services assessment project to meet the needs of our majority-minority, non-traditional student population. With the utilization of the Happy or Not assessment tool that captures instant customer feedback, the results equated to more collaboration, innovation, and imagination that has changed the face of student services at ENMU-Roswell.
Location	<b>Salon G &amp; H</b>
Session 4-4	<b>Power of Preview: Building a Framework of Understanding</b>
Presenter(s)	Dr. David Tompkins, Assistant Professor, College of Education and Technology, Eastern New Mexico University Major Sherri Tompkins, Assistant Professor, Math, New Mexico Military Institute
Abstract	Previews, or pre-lesson modeling, are proven to have a powerful and complementary impact on language acquisition and content mastery because they offer context, common vocabulary, common foundational understandings, and an introduction to a common skill set. The repetitious nature of previews cyclically engages the mental process of consolidating newly encoded memories during sleep, allowing the learner to make essential connections resulting in an enhanced recall.
Location	<b>Salons C &amp; D</b>
Session 4-5	<b>Academic Programming Based on Life Principles of the Diné Philosophy of Education</b>
Presenter(s)	Daniel McLaughlin, Student Learning Coordinator, Academics, Navajo Technical University Sharon Nelson, Chairperson, Diné/Indigenous Studies, Navajo Technical University Vangee Nez, Director, Kirtland Campus, Navajo Technical University Cheryl Tom, Faculty Coordinator, Chinle Campus, Navajo Technical University
Abstract	This presentation describes academic planning and assessment at Navajo Tech, based on life principles of the Diné Philosophy of Education. Presenters will explain how the principles inform policy guidelines and home-grown, online templates, and show how faculty have used the tools to improve academic coherence across multiple campus locations.
Location	<b>Salons A &amp; B</b>
Session 4-6	<b>A Digital Response to COVID-19 Pandemic</b>
Presenter(s)	Sarah Balizan, Associate Professor, Science, Engineering and Math, Doña Ana Community College XCITE Team Members, Doña Ana Community College
Abstract	How a college-wide push created the environment where Doña Ana Community College was able to support DACC student retention efforts by supplying full time students with iPads throughout the

COVID-19 Pandemic. Members of the XCITE Team: Ali Ahmad, Hillary Avitia, Tammy Chaffee, Amy Garcia, Doug Layer, George Ruiz, Ernesto Soto, Gus Pina and Sarah Balizan.

Location **Carlsbad**

Session 4-7 **Derribando Muros y Construyendo Comunidad (Breaking Down Walls and Building Community): Retention Efforts in a School of Social Work at a Hispanic Serving Institution**

Presenter(s) Valerie Valles -Pedroza, SWEEP Grant Activites Director, Facundo Valdez School of Social Work, New Mexico Highlands University  
Reyna Rivera, Lead Faculty for MSW Bilingual, Facundo Valdez School of Social Work, New Mexico Highlands University  
Elizabeth Garcia, MSW Student and SWEEP Graduate Assistant, Facundo Valdez School of Social Work, New Mexico Highlands University  
Beth Massaro, Associate Professor, Assistant Director SWEEP Grant, Facundo Valdez School of Social Work, New Mexico Highlands University  
Linda Palos, MSW Student and SWEEP Graduate Assistant, Facundo Valdez School of Social Work, New Mexico Highlands University

Abstract This panel presentation from the Facundo Valdez School of Social Work at New Mexico Highlands University will focus on retention efforts made in our school for Hispanic and low socio-economic students through a HSI grant. We will share our efforts to build community and create support systems for students.

Location **Acoma**

Session 4-8 **A Look at First Year Experience Students Taking Academic Foundations Courses at an R1 University**

Presenter(s) Therese A. Baca-Radler, Ph.D, Adjunct Faculty, Academic Foundations, University of New Mexico  
Cash Clifton, Academic Foundations Coordinator, University of New Mexico

Abstract This presentation will look at how developmental courses at an R1 university were revised into for-credit freshman seminars, combining Social and Emotional Learning content with individualized, standards-based and mastery-based learning programs in an effort to bridge academic gaps between high school and college while learning skills for navigating university systems.

Location **Sandia**

Session 4-9 **Student Digital Portfolio as Alternative Assessments in General Education Language Coursework**

Presenter(s) Eva Rodriguez-Gonzalez, Assistant Dean Assessment, Arts and Sciences, University of New Mexico

Abstract The design and implementation of digital showcase portfolios provide opportunity for students to celebrate learning achievements, document experience of learning and reflect about learning growth. Instead of middle and final exams, students self-assess and monitor their own progress by identifying can-do statements linked to course learning outcomes throughout the duration of a course.



**COURSEWARE AVAILABLE:  
COMPTIA - MICROSOFT - AWS - CISCO - VIRTUALIZATION**



**SCAN TO  
LEARN MORE**



**Poster Session Location Salon E  
4:30 p.m. to 5:15 p.m.**

**Poster Title** **Direct Person-to-Person Communication Between Administration, Faculty, and Students May Improve Student Retention**

**Presenter(s)** Dr. Rod Sanchez, Graduate Coordinator, Business, New Mexico Highlands University  
Dr. D. Veena Parboteeah, Dean, Business, New Mexico Highlands University

**Abstract** Direct person-to-person communication between university students, faculty, and administration may lead to student success and higher student retention. New Mexico Highlands University’s Department of Business is piloting an initiative where faculty and administration proactively contact students by phone, video conference, or in-person, for academic advisement and/or programmatic ideas or questions.

**Poster Title** **Common Rubric and Course Objective Alignment**  
*This presentation is a result of the work started at the New Mexico Higher Education Assessment Association Summer Retreat*

**Presenter(s)** Tanya Allred, Professor, Arts and Sciences, New Mexico State University – Alamogordo  
Beth Grundhoffer, Associate Professor, Arts and Sciences, New Mexico State University – Alamogordo  
Colleen Bond, Adjunct Professor, Arts and Sciences, New Mexico State University – Alamogordo



**Abstract** English instructors at NMSU-A use a common rubric for scoring essays in ENGL1110. Aligning the common rubric with the new statewide course objectives enhances assessment by allowing instructors to see which objectives are being met and which are not in order to improve instruction.

**Poster Title** **Teaching General Education Mathematics in a Pandemic - How Are We Faring?**

**Presenter(s)** Kristi Jarman, Associate Professor, Mathematical Sciences, Eastern New Mexico University

**Abstract** Analysis of pass rates for general education mathematics courses at Eastern New Mexico University before and during the pandemic. Analysis will compare pass rates for two years prior to the pandemic, for the academic year 2019 - 2020, which consisted of all online courses, and for the fall 2021 semester in which face-to-face courses resumed.

**Poster Title** **Institution-level Assessment**

**Presenter(s)** William Slauson, Assessment Specialist, Office of Assessment and APR, University of New Mexico  
Julie Sanchez, Director, Office of Assessment and APR, University of New Mexico

**Abstract** UNM conducts assessment on a program-by-program basis. Results tend to be isolated for each program. This poster explores institutional assessment models that evidence university-wide impact, including changes in policies, practices, and effect on overall student success. The goal is to generate discussion around institutional-level assessment standards and plans.

**Poster Title** **UNM's GE Critical Thinking Assessment: A Look into Student Demographics**

**Presenter(s)** Samuel Hatch, Institutional Researcher, Office of Assessment and APR, University of New Mexico  
Julie Sanchez, Director, Office of Assessment and APR, University of New Mexico

**Abstract** UNM's Office of Assessment & APR collected student demographic data in correlation with student work during our 2020-21 assessment cycle. The data was analyzed and evaluated for the Critical Thinking essential skill, designated by New Mexico Higher Education Department. This poster will present this assessment and demographic data and solicit ideas on data use.

**Poster Title** **Assessing Program Outcomes in Canvas: A pilot with Criminal Justice**

*This presentation is a result of the work started at the New Mexico Higher Education Assessment Association Summer Retreat*

**Presenter(s)** Beth Apodaca, Director Instructional Design, Digital Learning, New Mexico State University  
Hyunin Baek, Assistant Professor, Criminal Justice, New Mexico State University  
Kerry Forsythe, Institutional Researcher, Accreditation, Outcomes, and Academic Planning, New Mexico State University  
Saundra Trujillo, Assistant Professor, Criminal Justice, New Mexico State University

**Abstract** This project aims to develop a process to improve assessment of program outcomes at NMSU using curriculum mapping and the Canvas Outcomes tool. The poster will share the curriculum mapping process, preliminary Canvas data from the Criminal Justice pilot, and next steps.

**Poster Title** **An Examination of the Visual Motor and Perceptual Skills of Entering Freshmen, Upperclassmen and Graduate Students and Implications**

Presenter(s) Michael Shaughnessy, Professor, Educational Studies, Eastern New Mexico University  
Yetta Massey, Instructor, Educational Studies, Eastern New Mexico University

**Abstract:** Every university is concerned with retention. However, how to ensure that students are retained, ensure that students are prepared, ensure that students can perform the needed tasks for the freshman year is another situation. In the past, screening for retention and identification was often done via the Nelson Denny which focused on reading rate, comprehension and vocabulary. The purpose of this exploratory study was to examine the visual motor skills of students with the Bender Gestalt-2.

**Poster Title** **Assessment of Experiential Learning in Hotel, Restaurant and Tourism Management**

Presenter(s) Keith Mandabach, Assessment of Industry Experience in Hotel, Restaurant, and Tourism Management Classes, HRTM, New Mexico State University

Abstract This research in progress poster presentation focuses on the assessment of a wide variety of experiential learning that is part of the Hospitality and Tourism Educational process. The poster details assessments of experiential activities beyond internship experiences and foodservice/culinary classes. These include a wide variety of activities service learning, simulations, work experience, wine education and outreach programs. This presentation is designed to start a dialogue on assessment of experiential learning across disciplines.

**Poster Title** **Use of Student Feedback to improve Retention**

Presenter(s) Gregory Hillis, Division Head, Career and Technology, New Mexico State University – Alamogordo  
David MacWilliams, Arts and Sciences Division Head, New Mexico State University – Alamogordo  
James Gallagher, Professor Emeritus, Communication Studies, New Mexico State University – Alamogordo  
Kim Lopez Gallagher, Professor, Government, U.S. History and Philosophy, New Mexico State University – Alamogordo

Abstract The poster will show how we envision using Community College Survey of Student Engagement (CCSSE) and Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) to identify improvements that can lead to improved student success and retention.

**Networking Reception  
5:30 p.m. – 7:00 p.m. Salon E & F**

**You are invited to attend the Thursday Evening Reception  
sponsored by  
BLOCKSI**



**Friday, February 25**


---

**Conference Registration**

7:30 a.m. – 11:00 a.m.

---

**You are invited to attend a Continental Breakfast, 7:30 a.m. to 9:00 a.m. in Salon E & F**



**Ad Astra**

## Smart Scheduling Increases Degree Velocity

Degree velocity is the leading, actionable indicator of graduation rates. Are you measuring yours?

**With the link below**, learn how scheduling can improve your students' retention and ultimately, graduation rates.

[www.aais.com/nmhear](http://www.aais.com/nmhear)

**Annual Membership Meeting  
8:00 a.m. - 8:45 a.m.**

**Santa Fe**

Title	<b>New Mexico Higher Education Assessment Association Meeting</b>
Board Members	Kathy Achen (President), Laura Grant (President-Elect), David Smith (Past-President), Patrice Caldwell (Executive Secretary), Shelly Stovall (Conference and Retreat Director)
Description	Annual meeting of the New Mexico Higher Education Assessment Association, Inc. Items for consideration and/or action include discussion of statewide assessment issues and election of the President-Elect. <u>Meeting is open to the public.</u>

**Session Five  
Friday 9:00 a.m. – 9:45 a.m.**

Location	<b>Cimarron</b>
Session 5-1	<b>The Role of Embedded Faculty in a Teacher Residency: A Delicate Balance Between Support and Redirection</b>
Presenter(s)	Marjori Krebs, Professor, Teacher Education, Educational Leadership and Policy, University of New Mexico – Albuquerque

Jenn Gutierrez, Embedded Faculty, Teacher Education, Educational Leadership and Policy, University of New Mexico – Albuquerque

**Abstract** We will provide an overview of the Albuquerque Teacher Residency Partnership at the University of New Mexico and the program components that have led to its four-year success. We will also focus on the complicated role of the Embedded Faculty to mentor Co-Teachers while serving as instructor, observer, and mentor.

**Location** Las Cruces

**Session 5-2** **Indigenous Assessment: Application and Portability**

**Presenter(s)** Stephen J. Wall, Emeritus Faculty, Institute of American Indian Arts

**Abstract** Indigenous assessment is an assessment process that incorporates Indigenous values to achieve reliable & time sensitive results. Developed at the Institute of American Indian Arts (IAIA), this process has been replicated at other higher education institutions and has been accepted by the Higher Learning Commission as a valid and appropriate assessment process. This presentation will review the steps in the Indigenous Assessment process & how institutions beyond IAIA have been able to implement Indigenous assessment.

**Location** Carlsbad

**Session 5-3** **Where are the Gaps in your Student Success Initiatives and How Can you Find and Focus Resources Where They Can Make the Biggest Difference?**

**Presenter(s)** Mel Loucks, Associate Professor, English, New Mexico Military Institute  
Kalith Smith, Director/Associate Dean, Academic Success, New Mexico Military Institute

**Abstract** NMMI has spent the last decade in two different HLC Academies. During this timeframe our retention and student success rates have increased. Find out how NMMI found the gaps in our student success initiatives and built an entire Cadet Success Plan to set goals, objectives and realistic outcomes to focus our efforts.

**Location** Santa Fe

**Session 5-4** **Guided Pathways and Degree Program Mappings for STEM Pathway**  
*This presentation is a result of the work started at the New Mexico Higher Education Assessment Association Summer Retreat*

**Presenter(s)** Elaine Clark, Associate Professor, MECS, University of New Mexico – Valencia  
Jerry Godbout, Assistant Professor, Science and Wellness, University of New Mexico – Valencia  
Tina Zuniga, PASOS Staff Coordinator, Student Services, University of New Mexico – Valencia  
Sarah Clawson, Career Services Manager, Student Services, University of New Mexico – Valencia

**Abstract** Under a Title V Pathways to Articulation and Sustainable Opportunities for Students (PASOS) grant we are creating integrated guided pathways and degree maps for our students. A group of faculty and student services staff met during the 2021 NMHEAA retreat to define the STEM Pathway and create initial program maps. In this presentation we will share our process.

Location	<b>Salons G &amp; H</b>
Session 5-5	<b>Mentors Assisting Education Students Through Rewarding Opportunities (MAESTRO)</b>
Presenter(s)	Yetta Massey, Instructor, Educational Studies, Eastern New Mexico University Elizabeth Jackson, Assistant Professor, Special Education, Eastern New Mexico University Tsitsi Nyabando, Assistant Professor, Early Childhood Education, Eastern New Mexico University JD Procter, Assistant Professor Bilingual Education/TESOL, Eastern New Mexico University
Abstract	MAESTRO is a retention program in the College of Education to foster social, emotional, and academic mentorship opportunities to underrepresented students who need support by connecting them to faculty with diverse experiences. Our mission is to connect students with mentors to assist in identity development, networking skills, and professional development.
Location	<b>Salons I &amp; J</b>
Session 5-6	<b>College Research Experiences and Retention: A Discussion of the New Mexico Alliance for Minority Participation (AMP) Undergraduate Research Scholars (URS) Program</b>
Presenter(s)	Stephanie M. Arnett, Assistant Professor, Sociology, New Mexico State University Analyssa Martinez, MA Candidate, Sociology, New Mexico State University Sandra M. Way, Associate Professor, Sociology, New Mexico State University Michelle Bloodworth, Owner and CEO, Insight Allies
Abstract	The Undergraduate Research Scholars (URS) program, available on several campuses in New Mexico, supports students in faculty-mentored research projects and provides professional development and preparation for internships, graduate school, and/or the workforce. Presenters will discuss how undergraduate research experiences, including this program, contribute to STEM retention among minoritized student populations.
Location	<b>Salons C &amp; D</b>
Session 5-7	<b>Preparing for What is Next...</b>
Presenter(s)	D. Veena Parboteeah, Dean, School of Business, Media and Technology, New Mexico Highlands University Denise Montoya, Associate Vice President for Finance, Administration and Government Relations, New Mexico Highlands University
Abstract	The pandemic has disrupted how organizations operate, creating an uncertain, complex, and ambiguous work environment. Employees had to reinvent themselves to adapt through the use of technology. Processes had to be transformed from a paper-based format to a digital one overnight. Training needs had to be provided on the fly. This resulted in more efficient processes and an emphasis on learning culture, while maintaining a focus on student success. We explore this change in the context of a small, regional educational institution.
Location	<b>Pecos</b>
Session 5-8	<b>Assessment 101 - The Process of Assessment</b>
Presenter(s)	James Cadena, Assistant Professor, Business and Public Services, Doña Ana Community College

**Abstract** While instructors are subject matter experts in their field, they sometimes lack education/training on the fundamentals of designing instructional materials and measurement devices. This presentation's purpose is to provide training to design and develop lesson plans. The presentation will also examine measurement devices that ensure rigor, validity, and course mapping required to meet course learning objectives (CLO's) and program student learning outcomes (PSLO's) as required for the curriculum assessment process.

**Location** **Sandia**

**Session 5-9** **Group Work - Benefits and Challenges at a Community College**

**Presenter(s)** Hiranya S. Roychowdury, Professor, Science, Doña Ana Community College

**Abstract** Pre-pandemics results from a three-year study on group-work in my Human Anatomy & Physiology courses indicated a positive impact on achievement. The same approach during the pandemic shows mixed results. Both quantitative and qualitative data, from pre- and post-pandemic periods on effect of group-work in achievement, completion, and retention, will be presented.

**Session Six**  
**Friday 10:00 a.m. – 10:45 a.m.**

**Location** **Cimarron**

**Session 6-1** **Premier Online IT Courseware for Your Class**

**Presenter(s)** Megan Adamson, Manager of Market Development, Ascend Education  
Jason Sharp, Market Development Associate, Ascend Education

**Abstract** Looking for online courseware that will enhance your students learning experience and make your life as an instructor easier? Ascend Education provides all the coursework and material to get your student started on their first IT journey-enabling you to focus on teaching and mentoring your students. Ascend will be giving a live demonstration of its cloud-based courseware solution, which features virtual labs, text and video instruction, assessment questions, LMS integration and more.

**Location** **Carlsbad**

**Session 6-2** **Making a Case for Program-Level Assessment in a Community College**

**Presenter(s)** Julia W. So, Associate Professor, Sociology, Social Sciences Division, University of New Mexico – Valencia  
John Bolweg, Institutional Researcher, Office of Institutional Research, University of New Mexico – Valencia

**Abstract** The success of an academic program in a two-year community college in the U.S. is generally defined by completion rate, transfer rate, job placement rate, or industry's certification award rate. Tracking the progression of an entry cohort by a set of alternative indicators allows program administrator to identify any subtle drop in cohort enrollment, so to implement intervention strategies in hope to mitigate the situation and thus maintain the program completion rate. Sharing 3-year data of a program, the presenters argue for the critical tasks of monitoring and mentoring to ensure course retention and program graduation.

Location	<b>Santa Fe</b>
Session 6-3	<b>Assessing in a Hybrid Class</b>
Presenter(s)	Sarah Balizan, Associate Professor, Doña Ana Community College
Abstract	Have a hybrid course? Or a high flex course? Want to offer real time engagement and assessment? This is the workshop to learn how! Bring any mobile device and follow along as you learn how to assess students in a hybrid-based class, or learn the available tools that can be used for hybrid courses, face to face courses and all the in between that we now have available to us!
Location	<b>Salons G &amp; H</b>
Session 6-4	<b>Assessment of Course-based Undergraduate Research Experience (CURE) on Student Cognitive and Psychomotor Learning</b>
Presenter(s)	K. Joseph Ho, Director of Chemical Education, Chemistry and Chemical Biology, University of New Mexico - Albuquerque
Abstract	Undergraduate Research (UR) is a high-impact practice in higher education. Course-based Undergraduate Research Experience (CURE) extends the benefits of UR to more diverse student populations including underrepresented and first-generation college students. We will present our three-year assessments for CURE on the efficacy of students' cognitive and psychomotor learning.
Location	<b>Salons I &amp; J</b>
Session 6-5	<b>Assessing Research Skills of Dual Credit English &amp; History Students</b>
Presenter(s)	Susan Bontly, Instructional Librarian, Library, Doña Ana Community College
Abstract	For the past 8 semesters, DACC Library has provided research skills instruction to students at Arrowhead Park Early College High School. To meet students' individual needs, the Librarian and instructors used a continuous assessment process that evaluated assignments and analyzed student feedback to inform repeated improvements. This is our story.
Location	<b>Salons C &amp; D</b>
Session 6-6	<b>Students' GRIT as Predictor of Retention in a Rural Public University</b>
Presenter(s)	Corey Cole, Assistant Professor, Business, Eastern New Mexico University Robert Schneider, Interim Dean, Business, Eastern New Mexico University Mary Kallus, Associate Professor of Reading/Literacy and Curriculum, Easter New Mexico University
Abstract	A distinct individual's trait that has been considered the important psychological predictor of success in higher education – students' perseverance and passion for long-term goals (GRIT). Despite potential effects of disadvantaged family resources, GRIT could provide determination and guide the achievement of desired educational outcomes (Tovar-García, 2017). We hypothesize that GRIT significantly explains retention tendency. Findings will serve as the basis for the development of intervention programs and trainings that guide student success.



Location **Pecos**

Session 6-7 **Simple Strategies for Improving Retention of LGBTQ+ Students**

Presenter(s) Liz Bennett, Faculty, Sociology, Central New Mexico Community College  
Jessica Mills, Faculty, English, Central New Mexico Community College

Abstract This session will go over some basic classroom strategies to help improve retention of LGBTQ+ college students. Strategies covered come from our own teaching and administrative experiences, as well as conversations with colleagues and reviews of pedagogical and advocacy/support literatures. By creating more spaces for this kind of conversation, we hope to help improve retention for all marginalized students. We will also reserve some time at the end for attendees to share additional strategies they find useful.

**Session Seven**  
**Friday 11:00 a.m. – 11:45 a.m.**

Location **Las Cruces**

Session 7-1 **Courageous Conversations around Race in the Classroom**

Presenter(s) Jesse Ross, CFRE, International Professional Speaker, Executive Coach, Consultant

Abstract Creating courageous conversations around race in the classroom can be difficult to navigate if you haven't been trained on what to do AND what NOT to do. It also can be difficult if you haven't done a lot of work around understanding your own cultural background. In this conversation, we will discuss ways to increase your awareness and recognize that no culture is better than another. We will share ways to openly share frustrations but move from judgement and resistance to growth and development.

Location **Carlsbad**

Session 7-2 **The Corn Promoting Our Leadership, Learning, and Empowering our Nations (POLLEN) Model: A Holistic Framework for Student Well-Being**

Presenter(s) Shawn Secatero, Associate Professor, Teacher Education Educational Leadership Program, University of New Mexico - Albuquerque

Abstract The Corn POLLEN Model is strengths-based holistic model that incorporates spiritual, mental, physical, and social well-being quadrants and 12 additional sub-pillars to envision student persistence and success. Although the model is Indigenous based, it can be used by all students to promote purpose, reflection, self-care, and relationships.

Location **Santa Fe**

Session 7-3 **Student and Faculty Reflections on Instructional Methods during COVID and Retention Efforts**

Presenter(s) Michael Shaughnessy, Professor, Educational Studies, Eastern New Mexico University  
Mark Viner, Associate Professor, Curriculum and Instruction, Eastern New Mexico University  
Geni Flores, Instructor, Curriculum and Instruction, Eastern New Mexico University

**Abstract** Due to COVID-19, instructors have had to go online and teach using new tools – e.g., Zoom and various learning management systems. Instructors were employing Discussion Boards using Feedback, and Media Site for certain specific classes. Given this situation, this research will delve into both student & faculty thoughts and opinions and delve into assessments as to what realms most impact student learning and retention using a mixed methods approach. The literature will be cursorily reviewed and suggestions for faculty to consider to enhance student retention.

**Location** **Salons G & H**

**Session 7-4** **5 Steps of Deliberate Practice**

**Presenter(s)** Cheryl Bryan, Assistant Professor, Psychology, University of New Mexico – Valencia  
Tracy Owen, Supervisor of Academic Advisement, Student Services, University of New Mexico – Valencia

**Abstract** Some students have responsibilities outside of the classroom, creating obstacles for studying at home. The subject of the presentation is using Deliberate Practice in the classroom to help retain students who fall behind and possible stop out because they do not have enough time to study, given their family and work responsibilities. We will also discuss how academic advisors can use deliberate practice to work with students to plan a well-rounded college experience. This practice can also be used by academic advisors to effectively guide students' academic goals.

**Location** **Salons I & J**

**Session 7-5** **A College-Wide Collaborative Approach to General Education Assessment Planning**

**Presenter(s)** Michelle Guzman- Armijo, Department Chair, English, Doña Ana Community College  
Mylis Murdock, Department Chair, Education, Doña Ana Community College  
German Moreno, Professor, Math, Doña Ana Community College  
Deepak Subedi, Instructor, Sciences, Doña Ana Community College

**Abstract** General Education plays a critical role in ensuring the strategic plan that requires access, innovation, and excellence in teaching and curriculum. The General Education Assessment Committee has developed a college-wide assessment plan to gather data across disciplines to ensure student learning of the essential skills and improvement in the general education course work over time.

**Location** **Salons C & D**

**Session 7-6** **Formal Course Assessment on the Basis of Diversity and Social Justice**

**Presenter(s)** Monica Montoya, College Assistant Professor, Social Work, New Mexico State University  
Myra Garcia, College Assistant Professor, Social Work, New Mexico State University  
Anayeli Lopez, Assistant Professor, Social Work, New Mexico State University

**Abstract** Facilitators for this workshop will first briefly describe the history and rationale for the formation of a Diversity and Social Justice committee within the University's School of Social Work. Presenters will then share a formal assessment process being developed by the committee, to review social work courses on the basis of diversity and social justice. This formal course assessment includes an instructor's self-assessment, peer observation, objective measures for syllabus and course content, specific questions that may be added to student course evaluations, and/or student interviews. Workshop attendees will engage in small groups to consider their own courses through the lens of diversity and social justice.

Location	<b>Pecos</b>
Session 7-7	<b>Early Momentum Metrics: Connecting Student Learning Outcomes and Institutional Outcomes</b>
Presenter(s)	Jennifer Hodges, Associate Vice President for Academic Affairs, Accreditation and Assessment, Academic Affairs, Doña Ana Community College
Abstract	The word assessment is often associated with Student Learning Outcomes (SLOs). Although SLO assessment is incredibly important, community colleges are typically held accountable for institutional outcomes, such as retention, without consideration of SLOs. Early Momentum Metrics allow for formative assessment of institutional strategies implemented to improve student success and can help us see the connections between SLOs and institutional outcomes. This presentation will include an overview of the 9 EMMs and provide examples of how these metrics can connect to specific Student Learning Outcomes. Participants will discuss examples from their own campuses and will be provided a resources list for EMMs. This presentation will appeal to those who are interested in connecting different types of data to improve student success.

**Lunch on your own**  
**Friday 12:00 p.m. to 1:00 p.m.**

---

### Post-Conference Workshops

Friday 1:00 p.m. – 2:30 p.m.  
(Registration is required)

---

#### **Workshop 1 (\$20)**

Location	<b>Cimarron</b>
Title	<b>HLC Workshop and Roundtable Discussion</b>
Facilitators	Todd DeKay, Executive Director of Institutional Effectiveness, Eastern New Mexico University-Roswell Shelly Stovall, Assoc Provost, Program Development & Accreditation, New Mexico State University
Abstract	This session will include in-depth discussion of HLC reaffirmation of accreditation processes and experiences. DeKay’s institution underwent the 10-year comprehensive reaffirmation process in fall 2021, and Stovall’s institution is preparing their four-year Assurance Review for a June submission date. This is an opportune venue to hear of successes and lessons learned from the facilitators, and to share your own institution’s experiences with HLC reaffirmation processes. The goal of this session is to promote sharing and provide support and success in HLC accreditation for all institutions across New Mexico, and beyond.

#### **Workshop 2 (\$20)**

Location	<b>Sandia</b>
----------	---------------

Title           **Annual Meeting of the New Mexico Association for Institutional Research and Planning**

Facilitator     Carrie Tsosie-Jim, Sr. Institutional Researcher, San Juan College

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. All conference attendees are welcome to attend.

**2023 New Mexico Higher Education  
Assessment and Retention Conference**  
We hope to see you all next year!  
Albuquerque, New Mexico

Save the dates: February 23 and 24, 2023  
<http://www.nmsu.edu/NMHEAR>



Join us for the  
**New Mexico Higher Education Assessment Association's  
Annual Summer Retreat**

Where: Ruidoso, NM  
When: June 5 - 8, 2022

Registration Opens March 1. Early bird registration is available through April 15: \$2,650

(Fee includes registration, lodging and most meals for a team of four. Team members can be added for an additional fee.)

Bring a team from your institution and get a jumpstart on next year's assessment or retention project

Contact Shelly Stovall, Retreat Director, at [sstovall@nmsu.edu](mailto:sstovall@nmsu.edu) for details

or visit the Website: <https://nmhear.nmsu.edu/nmheaa-summer-retreat/>