

# **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>Acting President</b>	<b>Susan Wood (Doña Ana Community College)</b>
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2000	Richard Gentile (Central New Mexico Community College)
1999	Fred Lillibridge (Doña Ana Community College)
1998	Alec Testa (Western Governors University)
1997	Lovina Mack (Clovis Community College)

### **Conference Locations**

2007 to present	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

### **NMHEAA Outstanding Service Award Winners**

2018	Patrice Caldwell (Eastern New Mexico University)
2009	Fred Lillibridge (Doña Ana Community College)
2009	Jolene Turpin (Eastern New Mexico University)
2006	Larry N. Smith (Eastern New Mexico University – Retired)
2004	Tom L. Root (University of New Mexico)

# Welcome to the 2018 New Mexico Higher Education Assessment and Retention Conference

The 2018 theme, **Building Sustainable and Equitable Assessment Processes**, is especially timely given the challenge to increase retention and graduation rates in New Mexico and around the country. Assessment and retention are critical for creating inclusive learning environments that address educational inequality and promote success for everyone. It is our hope that by attending NMHEAR you will leave with a clearer sense of how focusing on assessment and retention can improve student learning and engagement. Those of you who have attended this conference in the past know that New Mexico educators have substantial knowledge and expertise to share around these issues. This year's program once again illustrates that fact.

This year's conference features a national expert in assessment, retention, and diversity. We are excited to welcome Dr. Natasha Jankowski, a nationally-renowned scholar and highly regarded keynote speaker. Dr. Jankowski is the director of the National Institute for Learning Outcomes Assessment (NILOA) and research assistant professor with the department of education policy, organization and leadership at the University of Illinois Urbana-Champaign. She is co-author, along with her NILOA colleagues, of the book *Using Evidence of Student Learning to Improve Higher Education*. Her most recent book with David Marshall is titled *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm*. Dr. Jankowski's keynote address at lunch titled "Equitable Assessment Processes: Unpacking Implicit Design" will address the conference theme.

The strength of this conference is and has always been due to 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. Their valuable help is much appreciated.

I am confident that your attendance at the 2018 NMHEAR conference will enhance the teaching, learning and retention of students at our colleges and universities. Enjoy.

Warm Regards,

Susan A. Wood, Conference Director and Acting President  
New Mexico Higher Education and Assessment Association

# New Mexico Higher Education Assessment and Retention Conference 2018

Thursday, February 22

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## Conference Registration

7:30 a.m. – 4:00 p.m.

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## Pre-Conference Workshops

Thursday 8:30 a.m. – 11:30 a.m.

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

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### Workshop 1 (\$60)

Location **Franciscan**

Title **Building Sustainable Assessment Processes: Mapping Student Learning**

Facilitator Natasha Jankowski, Director  
National Institute for Learning Outcomes Assessment (NILOA)

Abstract This pre-conference workshop will provide a deep dive into engagement with meaningful curriculum mapping across a variety of places in which learning occurs. Using a framework and institutional examples to explore layers of mapping, this workshop provides a space to apply meaningful mapping within your unique, institutional context. This workshop will also provide resources and tools on the connection between curriculum mapping and assignment design.

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### Workshop 2 (\$40)

Location **Alvarado B**

Title **Assigning, Assessing, and Documenting: Writing-Across-the-Curriculum for Faculty at Two-Year Institutions and Professional Development Providers**

Facilitators Chris Burnham, Regents Professor—Emeritus, NMSU English Department,  
New Mexico State University-Las Cruces

Susan Wood, Associate Vice President,  
Doña Ana Community College

Abstract Do you want to learn how to:

- Communicate to students (and colleagues) why writing is important in your class and discipline?
- Write assignments that foster student learning and are manageable to grade?
- Document student growth in writing and content-learning in your class, program, and institution?

Participants in this workshop will leave with three tangibles:

- a discipline-specific writing assignment clearly linked to course learning outcomes
- a research question and assessment plan investigating growth in student learning through writing in your classroom
- a strategy for documenting your project for your promotion and tenure portfolio

Come prepared to explore why you use writing in your classes. Bring an assignment you currently use and would like to improve – if you have one. If not, no problem: you will have the opportunity to create one during the workshop. Bring a laptop or tablet to record and share your work.

This is a hands-on, write-to-learn workshop. No PowerPoint bamboozle! We promise.

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### Workshop 3 (\$20)

Location	<b>Alvarado C</b>
Title	<b>NM State Dual Credit Meeting</b>
Facilitators	Devonna James, Program Manager at CNM Ingenuity Central New Mexico Community College
Abstract	Attendees will hear from both PED and HED regarding major rule revisions to dual credit that may be proposed by the time of the pre-conference. Secondary, post-secondary, and early college high schools will have the opportunity to talk about dual credit in New Mexico. Main objectives of the workshop include: <ul style="list-style-type: none"> <li>• Discussions with PED and HED about revisions to dual credit rules</li> <li>• Discussions of best practices for dual credit advisement and planning</li> <li>• Breakout roundtable discussions on dual credit topics</li> <li>• Networking opportunities for statewide collaborations with dual credit professionals</li> </ul>

**Lunch  
Sponsored by**



**Thursday 11:30-12:45 p.m.  
Alvarado D & E**

**Keynote Address – Natasha Jankowski  
Equitable Assessment Processes: Unpacking Implicit Design**

This keynote provides an overview of the integrated and connected nature of student learning and completion initiatives. Beginning with an exploration of three schools of thought on how to approach and engage with assessment, conference participants will learn about the relationship between equity and assessment, sustainable assessment practices, and how together they impact retention and graduation. Providing a holistic view of student learning, Dr. Jankowski's presentation will place the role of learning outcomes assessment squarely in the center of a developing learning system.

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

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**Location      Alvarado A**

**Session 1-1      Advancing Career Technical Programs through Boot Camps**

**Presenters**      Zac Smith, College Instructor  
Computer Science/Creative Media, New Mexico State University-Grants

Karen M. Henry, Assistant Professor  
Computer Science/Creative Media, New Mexico State University-Grants

**Abstract**      NMSU Grants introduced IT Boot Camps in the fall of 2016 without additional financial resources. Student retention and persistence rates have been dramatically improved. This model may be a viable format for other career/technical programs to explore.

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**Location      Alvarado B**

**Session 1-2      Determining Program-Learning Outcomes – What do We Expect Our Graduates to Know, Value and be Able to Do?**

**Presenter**      Jennifer Laubenthal, Associate Professor of Music

Music, Eastern New Mexico University-Portales

**Abstract** This presentation addresses a process for determining program learning outcomes. The topics of the presentation are: What are program learning outcomes? Why assess student learning outcomes? What is the purpose of program learning outcomes? An approach to writing program learning outcomes and helpful hints for developing effective, measurable program learning outcomes will be offered.

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**Location Alvarado C**

**Session 1-3 Online Student Post-Conference for Clinical Rotations**

**Presenters** Ernesto Soto, Associate Professor  
Nursing, Doña Ana Community College

Tracy Lopez, Program Director  
Nursing, Doña Ana Community College

**Abstract** This presentation will present a new way of assessing learning outcomes in the clinical setting in healthcare. Using research conducted in other undergraduate nursing schools, we piloted online discussions with students after clinical rotations instead of face-to-face. This led to better assessment of learning outcomes ~~met~~ in the clinical setting. We will discuss how we started and implemented the project, problems we ran into along the way, and why we believe this was a successful way to assess student learning in the clinical setting.

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**Location Alvarado F**

**Session 1-6 Exit Surveys: Useful or Just for Accreditation?**

**Presenters** Majori Krebs, Associate Professor  
Teacher Education, Educational Leadership & Policy, University of New Mexico-Albuquerque

Glenn Hushman, Associate Professor  
Health, Exercise and Sports Sciences, University of New Mexico-Albuquerque

**Abstract** Do we care what our teacher candidates or cooperating teachers think? Or is this just an exercise for our Council for the Accreditation of Educator Preparation (CAEP) Accreditation? Yes, we do care, and we have created surveys that align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Come hear about our process and what we have learned for program improvement.

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**Location Alvarado G**

**Session 1-7 Assessing Yourself and Student Learning – Coping with Pressure**

**Presenter** Henry DiMatteo, Instructor  
Criminal Justice, Doña Ana Community College

Abstract This presentation is based on research on coping mechanisms in academics. Quality work is being sacrificed as faculty, staff, and administrators are forced to do more with less. This affects students as well. Assessment here is critical for high performance. Attendees are provided with the tools necessary to remain productive and address students productively.

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Location **Alvarado H**

Session 1-8 **Paper versus Electronic: A Test of Two Methods for Collecting Student Teaching Evaluations**

Presenters Tom Brown, Professor of Computer Science  
Department of Mathematical Sciences, Eastern New Mexico University-Portales

Brendan Hennessey, Director  
Institutional Research, Eastern New Mexico University-Portales

John Luhman, Professor of Management  
College of Business, Eastern New Mexico University-Portales

Weizhong Tian, Assistant Professor of Statistics  
Department of Mathematical Sciences, Eastern New Mexico University-Portales

Abstract We compare ways of collecting student teaching evaluation data. One collection method uses paper and pencil surveys while the other uses online surveys. We test for any differences per collection method and per course delivery type both in the aggregate and item-by-item comparisons. We present our results and discuss potential implications.

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Location **Fireplace Room**

Session 1-9 **Using Metrics to Understand Student Success and Instruction Quality**

Presenters Gerald Burgess, Associate Professor of Computer Science  
Mathematics & Computer Science, Western New Mexico University

Nancy Livingston-Potter, Associate Professor of Mathematics  
Mathematics & Computer Science, Western New Mexico University

Abstract Learning metrics were merged with student demographic data to answer two questions. Which elements of instruction were barriers to student learning? What student attributes predicted student success? Metrics include the number of attempts per question (lesson). Demographics include the level of external commitments.

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Location **Turquoise Room**

Session 1-10 **Duckweed Discovery: Using a Little Plant to Make a Big Impression**

Presenter Luciana Caporaletti, Biology Instructor/Natural Sciences Program Manager  
Biology, New Mexico State University – Grants

Abstract NASA-funded research has shown that Duckweed has the potential for bio regenerative space life support. Imagine using this plant to teach the basic principles of biology, chemistry, and environmental science! Experiments with this plant in the laboratory can give students experience in research and technology that boosts course completion. It is engaging and relevant discovery science that students enjoy!

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Location **Weavers Room**

Session 1-11 **Interactions in an Online Course to Promote Student Success**

Presenters Sandra Johnson, Instructional Consultant  
Distance Education, New Mexico State University-Las Cruces

Christina Schaub, Instructional Consultant  
Distance Education, New Mexico State University-Las Cruces

Abstract The Department of Education and Higher Learning Consortium require "regular and substantive interaction" in an online course. Quality Matters Standard 5.2 also looks for interactions online. How do online course designers and online instructors assure they are meeting these expectations? This session will review the policy expectation, Quality Matters Standard 5.2. Suggestions on using Canvas tools to promote interaction will be shared.

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

Location **Alvarado A**

Session 2-1 **Increasing Retention and Completion Numbers through Laughter**

Presenter Todd DeKay, Executive Director of Institutional Research  
Office of Institutional Research, Eastern New Mexico University-Roswell

Abstract While increased happiness is not usually an outcome metric tied to performance-based funding models, it is something students seek. This interactive workshop will encourage educators to embrace humor and laughter. Ideas will be presented on how to use humor systematically to motivate, alleviate stress and improve student outcomes.

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Location **Alvarado B**

Session 2-2 **Using Evidence Documents to Improve your HLC Assurance Argument**

Presenters Shelly Stovall, Executive Director of Accreditation



Office of Accreditation, New Mexico State University-Las Cruces

Laura Grant, Program Specialist

Office of Accreditation, New Mexico State University-Las Cruces

**Abstract** The task of preparing a university accreditation document with in-text evidence links can be daunting! We developed a surprising approach to systematically scrutinize each document for relevance, timeliness, and accuracy of institutional practices. The result was that each document effectively supported our HLC Assurance Argument and provided valuable context that facilitated easy navigation by our reviewers.

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**Location** **Alvarado C**

**Session 2-3** **Lessons Learned: A Case Study in WNMU's Rebranding Effort**

**Presenters** Jack Crocker, Provost and Vice President  
Academic Affairs, Western New Mexico University

John Gist, Humanities Department Chair/Associate Professor  
Humanities, Western New Mexico University

Kate Oubre, Associate Professor of English  
Humanities, Western New Mexico University

Mary Billings, Director  
Center for Student Success, Western New Mexico University

Casey Dickens, Graduate Assistant  
Humanities, Western New Mexico University

**Abstract** How can a small university establish a unique identity among New Mexico's institutions of higher learning? This administrator, faculty, staff, and student panel will track WNMU's year-long effort to create a vision and implement a pilot of its new Applied Liberal Arts and Sciences (ALAS) designation to increase recruitment and retention.

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**Location** **Alvarado F**

**Session 2-6** **Special Education Graduate Student Retention in a Context of Continual Change**

**Presenters** Karen Potter, Assistant Professor  
Special Education and Communication Disorders, New Mexico State University-Las Cruces

Randa Keeley, Assistant Professor  
Special Education and Communication Disorders, New Mexico State University-Las Cruces

Breanna Sherrow, Assistant Professor  
Special Education and Communication Disorders, New Mexico State University-Las Cruces

Abstract We explain five retention hypotheses that were developed based on program practices in conjunction with program retention data and within the context of intensive special education graduate program changes. We connect these hypotheses to retention literature and invite discussion of application of these hypotheses within the higher education community.

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Location **Alvarado G**

Session 2-7 **General Education with a Focus on Essential Skills**

Presenter Dan Howard, Provost  
New Mexico State University-Las Cruces

Abstract The New Mexico Statewide General Education Steering Committee is requesting feedback on draft materials for a General Education model with a focus on Essential Skills, including associated outcome rubrics. To more directly address questions and concerns about the general education curriculum model and learning outcomes, Dan Howard, Committee Chair, and committee members will present and discuss the proposed model.

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Location **Alvarado H**

Session 2-8 **Factors Supporting and Hindering the Success of University of New Mexico Students in First-Year Classes**

Presenter Todd Ruecker, Assistant Professor  
English, University of New Mexico-Albuquerque

Abstract In an era of heightened accountability, public colleges and universities are pressured to educate students more effectively and efficiently than ever before. At the same time, we are providing access to increasingly diverse student populations. Drawing from a study of retention in first-year writing courses at UNM, this session will engage attendees in a discussion on what NM institutions can do to facilitate student success in their core courses.

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Location **Fireplace Room**

Session 2-9 **Factors Affecting Retention and Graduation Rates at New Mexico Tech**

Presenters Brian Borchers, Professor  
Mathematics, New Mexico Institute of Mining & Technology

Daulton Gray, Graduate Student  
Mathematics, New Mexico Institute of Mining & Technology

Abstract Based on an analysis of the records of students who entered NMT between 2006 and 2011, we describe academic and demographic factors that can be used to predict the success of incoming freshmen, transfer students, and identify groups of students at risk.

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Location **Turquoise Room**

Session 2-10 **Professional Behaviors and Dispositions Assessment (PBDA) - Assessing Those Hard to Assess Attributes**

Presenters Debra J. Dirksen, Associate Dean  
School of Education, Western New Mexico University

Margarita P. Wulftange, Associate Professor  
School of Education, Western New Mexico University

Abstract Do you have students who ace all the academic content within your field, but they don't have the "soft" skills necessary to really be effective within the field? In this session we will explore the assessment of those soft skills: engagement, interpersonal skills, collegiality, ethics, communication, demeanor, professionalism, collaboration, etc.

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Location **Weavers Room**

Session 2-11 **Speed Dating: Addressing Issues that Face New Mexico Institutions of Higher Education**

Presenters Joel Dykstra, Associate Dean  
Humanities, New Mexico Military Institute

Michele Bates, Director  
Institutional Research, New Mexico Military Institute

Abstract This session is based on a round table developed at the HLC Persistence and Completion Academy. Each participant will have a limited amount of time to present problems and receive suggestions and input. Similar sessions have been successful in sharing experiences and ideas among institutions.

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

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

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Location **Alvarado A**

Session 3-1 **Aligning Assessment Strategies: a Practical Model for Peer Facilitated Assessment Activities to Improve Student Success while Demonstrating Continuous Improvement as Required by HLC Criterion 4B**

Presenters Scott Myers, Campus and Academic Director

El Paso Campus, University of Phoenix

Nancy McDonald, Director of Academic Affairs  
New Mexico Campus, University of Phoenix

Kelli Livermore, Program Chair  
School of Business, University of Phoenix

**Abstract** Jankowski (2017) states successful assessment involves alignment between instructional outcomes, curriculum, pedagogy, and assessment methods. This presentation discusses a programmatic assessment model using signature assignments, embedded rubrics and peer facilitation, to ensure instructor participation in phases of the continuous improvement cycle of planning, evidence collection, data analysis and implementation

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**Location Alvarado B**

**Session 3-2 Using Assessment as Tool to Drive Instruction for Early Childhood Preservice Teachers' Early Field Experiences in Rural Southwest United States**

**Presenter** Cindy Martinez, Assistant Professor  
School of Education, Western New Mexico University

**Abstract** This session explores a qualitative case study exploring the perspectives of practicum students, supervisory teachers, and clinical faculty in the implementation of the Classroom Assessment Scoring System as a component of the instructional practices in early field experiences in a 2-year associate early childhood teacher preparation program.

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**Location Alvarado C**

**Session 3-3 Improv Activities to Foster Presence, Risk-taking, Connection and Joy**

**Presenter** Patricia Gillikin, Professor of English, Writing Center Director  
English Department, University of New Mexico-Valencia

**Abstract** In this workshop, we will play *improv* games that hone skills necessary for learners to persist and take risks and that create community and connection through play and laughter. We will then discuss applications of these activities to our course objectives and our classrooms.

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**Location Alvarado D**

**Session 3-4 How do We Know What our Students Know? Evaluating Program Learning Outcomes through Student Performance Reports**

**Presenters** Susan Bassett, Instructor  
Nursing, Eastern New Mexico University-Portales

Kristin Kuhlmann, Director

Nursing, Eastern New Mexico University-Portales

Ellen Gardiner, Distance Education Coordinator  
Distance Education and Outreach, Eastern New Mexico University-Portales

**Abstract** Assessment of students' achievement of program learning outcomes is crucial for cohesive curricular evaluation. ENMU's Nursing and Distance Education departments developed a methodology to align assignment rubrics with course and program learning outcomes, using their Learning Management System. In-course generated reports provide robust data for student, course, and program analysis.

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**Location Alvarado E**

**Session 3-5 Town Hall (Double-session with Session 4-5)**

**Presenter** Natasha Jankowski, Director  
National Institute for Learning Outcomes Assessment (NILOA)

**Abstract** In this session participants will have a chance to informally discuss with Dr. Jankowski ideas presented in both the pre-conference workshop and keynote address.

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**Location Alvarado F**

**Session 3-6 Promoting Culturally Rooted Assessment Practices**

**Presenters** Sheri Williams, Assistant Professor  
Educational Leadership, University of New Mexico-Albuquerque

Frank Perrone, Assistant Professor  
Educational Leadership, University of New Mexico-Albuquerque

**Abstract** Are mainstream assessment practices appropriate for divergent learners on our culturally pluralistic campuses? Presenters will discuss how they are creating culturally rooted assessments that recognize students' lived experiences and the different ways that students demonstrate their learning. Participants will be invited to share their experiences and challenges in implementing equitable assessment practices.

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**Location Alvarado G**

**Session 3-7 Color Coding Assessment for Student Success**

**Presenter** Jon M. Strahan Sr., Assistant Professor  
School of Business, New Mexico State University-Carlsbad

**Abstract** I have developed a system where I color code the objectives for each course. I use this throughout the course so that my students can see how I am assessing the course objectives and so that I can immediately tell what the students' needs and strengths are. I will

demonstrate how I do this. I have had positive feedback on this and want to share it with NMHEAR.

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Location **Alvarado H**

Session 3-8 **The Southwest Outreach Academic Research (SOAR) Lab: Balancing Instruction and Training with Assessment and Evaluation**

Presenters Germain Degardin, Graduate Researcher  
The Southwest Outreach Academic Research (SOAR) Lab, New Mexico State University-Las Cruces

John Kulpa, Graduate Researcher  
The Southwest Outreach Academic Research (SOAR) Lab, New Mexico State University-Las Cruces

Abstract There are numerous promising K-16 educational programs across New Mexico. However, many of them lack the capacity to properly assess their own impact and adapt appropriately. Members of NMSU's SOAR Lab will explain how they fill these needs by helping programs to collect, analyze, and interpret assessment-relevant data.

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Location **Fireplace Room**

Session 3-9 **To Serve and Nurture: Impacting Retention and Assessment in Secondary Teacher Education**

Presenter Rick Marlatt, Assistant Professor  
Curriculum and Instruction, New Mexico State University-Las Cruces

Abstract This presentation reviews the modifications made to secondary teacher education courses in an effort to positively impact both retention and assessment for minority, nontraditional, and at-risk preservice teachers. Through purposeful, research-driven interventions in curriculum and instruction, course content was modified to include greater emphasis on cultural identity, personal narrative, and diverse literacy practices.

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Location **Turquoise Room**

Session 3-10 **Peer Mentor Tutor Support in Foundational Math at the University of New Mexico**

Presenters Cash Clifton, Foundational Math Coordinator  
Academic Foundations, University of New Mexico-Albuquerque

Michael Hoodless, Senior Student Program Adviser  
College Enrichment Program, University of New Mexico-Albuquerque

**Abstract** This presentation focuses on the partnership between the College Enrichment Program (CEP), Peer Mentor Tutoring (PMT), and Foundational Math (FM) at the University of New Mexico and how these programs work together to impact student retention. Attendees will learn about the role of each partner and how they impact students.

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**Location Weavers Room**

**Session 3-11 Distance Does Not Have To Be Distant**

**Presenters** Carmen Samora, Assistant Research Faculty  
Chicana Chicano Studies, University of New Mexico-Albuquerque

Julia So, Assistant Professor  
Communication, Humanities, Education and Social Sciences; University of New Mexico-Valencia

**Abstract** Using the three fundamental interaction principles of Quality Matters—learner-instructor, learner-learner, and learner-instruction—the two facilitators will discuss how they design effective entry level and advanced courses in Bb Learn using photos, films, videos, group discussions, quizzes, and extra credit to both engage students and to assess their learning.

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

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**Location Alvarado A**

**Session 4-1 Connecting Student Employment to Student Learning: Preliminary Findings and Future Directions**

**Presenters** Cindy Pierard, Director of Access Services & Undergraduate Engagement  
University Libraries, University of New Mexico-Albuquerque

Olivia Baca, Senior Operations Manager, Zimmerman Library  
University Libraries, University of New Mexico-Albuquerque

Aaron Blecha, Operations Manager, Fine Arts & Design Library  
University Libraries, University of New Mexico-Albuquerque

Leslie Bronson, Library Services Coordinator  
University Libraries, University of New Mexico-Albuquerque

Leah Boetger, Human Resources Administrator  
University Libraries, University of New Mexico-Albuquerque

Anne Schultz, Operations Manager, Centennial Science & Engineering Library  
University Libraries, University of New Mexico-Albuquerque

Abstract Many students must work while pursuing college, yet research shows the effects of employment on completion and success to be mixed. UNM's Libraries employ many students. We implemented the Iowa GROW® (Guided Reflection on Work) program to strengthen and assess work/learning connections. We'll share preliminary findings and next steps.

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Location **Alvarado B**

Session 4-2 **Encouraging Engineering Students to Write to Learn and Comprehend**

Presenter John Ross Tapia, Assistant Professor  
Engineering Technology and Survey Engineering, New Mexico State University-Las Cruces

Abstract Understanding that retention is an issue at many colleges and universities; we are working on implementing writing to learn in the introduction to engineering class that most freshman engineering students will take their first semester. We are assessing the writing for understanding of the needed content in the class.

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Location **Alvarado C**

Session 4-3 **A Completely Redesigned Introductory Statistics Course: Using Real World Data to Enhance Student Course Success**

Presenter Krishna B. Thapa Magar  
Math and Sciences, Eastern New Mexico University-Ruidoso

Abstract No matter what teaching method you use, the majority of students struggle in the introductory statistics course. The problem is resolved by Dr. Dragan Radulovic, a professor of Statistics at Florida Atlantic University. He has created a LiMeS based interactive and hands-on Introductory Statistics course. I successfully piloted the method and received strong positive feedback. I will explain the pedagogy in detail and provide the information on how to pilot it for free for a semester.

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Location **Alvarado D**

Session 4-4 **Beyond College Comp: Developmental English as a Cross-Curricular Support Structure**

Presenters Roberta Brown, Assistant Professor of English Composition  
Humanities, Western New Mexico University

Andrew Joy, Adjunct Professor of English Composition  
Humanities, Western New Mexico University

Abstract With university administrations demanding higher student completion rates, professors are exploring ways to improve retention. Using class time in Developmental English to help students navigate work for other courses is one effort toward that end. WNMU faculty are



experimenting with using Developmental English classes as cross-curricular support structures for at-risk students.

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Location **Alvarado E**

Session 4-5 **Town Hall (Double-session with Session 3-5)**

Presenter Natasha Jankowski, Director  
National Institute for Learning Outcomes Assessment (NILOA)

Abstract In this session participants will have a chance to informally discuss with Dr. Jankowski ideas presented in both the pre-conference workshop and keynote address.

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Location **Alvarado F**

Session 4-6 **New Mexico's Educator Effectiveness System**

Presenters Matthew Goodlaw, Director  
Educator Quality Division, New Mexico Public Education Department (NMPED)

Seana Flanagan, Deputy Director  
Educator Quality Division, New Mexico Public Education Department (NMPED)

Becky Kappus, Educator Preparation Program Manager and Licensure Staff Manager  
Professional Licensure Bureau, New Mexico Public Education Department (NMPED)

Abstract New Mexico's educator effectiveness system is composed of multiple measures, including student achievement growth, classroom observation, planning and professionalism, student surveys, and teacher attendance. The data flow is complex and spread over several vendors and processes. The New Mexico Public Education Department has developed a data system to collect, store, transform, and present "on-time" reports to districts and charters.

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Location **Alvarado G**

Session 4-7 **Do I Stay or Do I Go Now? Do Both for Retention**

Presenter Beth Humphreys, Associate Professor  
Communications, New Mexico State University-Grants

Abstract Overloaded classes with the highest FTE in the department? Field trips! Studies show huge benefits, such as critical thinking and empathy, to students visiting museums, especially 1) low income, 2) minority and 3) rural students. Students just know "free" and willingly give up a Friday to go. This presentation will talk about integrating museum visits into curriculum and alternative assignments.

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Location **Alvarado H**

Session 4-8	<b>Data Based Interpretation and Guidelines for Student Success</b>	
Presenter	Tarlochan Dhillon, Professor Science, Engineering and Math Division, Doña Ana Community College	
Abstract	In engineering and technology, for example students need to trouble shoot circuits and find the faults with the circuit. Students need simple Math to be a successful technician. We are making a big mistake when we teach the same math for all programs. Math is different for different programs. 33% students succeed in developmental math classes and only 8.25% of complete a certificate/associate in 8 yrs. We will discuss in this session what we can do to increase student success and graduation rates.	
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Location	<b>Fireplace Room</b>	
Session 4-9	<b>Preparing Students for Dual-Credit College Courses</b>	
Presenter	K. Joseph Ho, Director of Chemical Education Chemistry & Chemical Biology, University of New Mexico-Albuquerque	
Abstract	Taking Dual Credit college courses can improve students’ college readiness. How did high school students perform in our dual-enrolled college courses? In this presentation, we report the performance of dual-credit students in college chemistry courses at UNM and recommend how teachers prepare their students before taking the dual credit courses.	
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Location	<b>Turquoise Room</b>	
Session 4-10	<b>Developing World Awareness through Global Experiences for Learning History</b>	
Presenters	Karla Kingsley, Associate Professor Teacher Education and Educational Leadership, University of New Mexico-Albuquerque  Margo Collier, Associate Professor Special Education, University of New Mexico-Albuquerque  Rebecca Sanchez, Associate Professor Teacher Education and Educational Leadership, University of New Mexico-Albuquerque	
Abstract	Eighth grade students developed cultural awareness through inquiry projects as part of an exchange program with a school in Poland. We will share interdisciplinary approaches, instructional materials, and resources for preparing global-ready educators in an interconnected world. Project-based learning and authentic assessment are emphasized.	
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Location	<b>Weavers Room</b>	
Session 4-11	<b>ACT WorkKeys™- A Solution for Outcomes Assessment!</b>	

Presenter Stephanie Lewis, Director  
ACT Client Relations – West

Abstract Eighth grade students developed cultural awareness through inquiry projects as part of an exchange program with a school in Poland. We will share interdisciplinary approaches, instructional materials, and resources for preparing global-ready educators in an interconnected world. Project-based learning and authentic assessment are emphasized.

**Poster Session North Atrium  
4:30 p.m. to 5:15 p.m.**

**Poster Title Institutional Transparency of General Education Competencies and their Measures in Higher Education**

Presenter Veronica McGowan, Assistant Professor  
Southwestern Oklahoma State University

Description With general education coursework comprising a significant portion of associate and bachelor degree curriculum, conveying the content and importance of student competencies to stakeholder audiences has never been more important. Accreditation pressure and accountability measures stress the need for competencies to align with assessment measures. This study examines the extent to which institutions publicly and proactively disclose relevant information regarding the general education experience. Examined are websites of 72 higher education institutions, representing a range of American public institutions. Results show variability in the alignment of objective to measure and reveal current themes and emphasis regarding how competencies relate to coursework. Provided are recommendations for improving institutional presentation.

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**Poster Title Mapping your Way to a Quality Course**

Presenters Beth Apodaca, Instructional Consultant  
Instructional Innovation & Quality, New Mexico State University-Las Cruces

Kerry Forsythe, Instructional Consultant  
Instructional Innovation & Quality, New Mexico State University-Las Cruces

Sandy Johnson, Instructional Consultant  
Instructional Innovation & Quality, New Mexico State University-Las Cruces

Description Do your course assessments support your learning objectives? You need course mapping to align your course components and ensure you are assessing what you say you want your students to know. This poster will break down course mapping into easy steps, share tips, provide samples and templates, and give you hands-on course mapping practice.

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**Poster Title      The Summer Undergraduate Research Bridge Experience for Community College Students: Providing Connections from Community College to the Four-Year Institution**

**Presenters**      Jeanne Garland, Assistant Director  
New Mexico Alliance for Minority Participation, New Mexico State University-Las Cruces

Gaby Cisneros, Assistant Director  
New Mexico Alliance for Minority Participation, New Mexico State University-Las Cruces

**Description**      The New Mexico Alliance for Minority Participation’s Summer Community College Opportunity for Research Experience (SCCORE), started in 2005, targets underrepresented students in all Science, Technology, Engineering, and Mathematics (STEM) disciplines. SCCORE provides community college students research opportunities, fosters student success, and assists students in transfer.

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**Poster Title      Does Effective Classroom Instruction Enhance Bachelor’s Degree Completion? Some Initial Evidence**

**Presenter**      Chad Loes, Professor of Criminal Justice  
Department of History, Politics, and Justice, Mount Mercy University

**Description**      In this study, we find that exposure to effective instruction significantly predicts degree completion. We also find that students who report greater exposure to effective instructional practices are more satisfied with the collegiate experience, which in turn leads to a greater likelihood of graduating from college in four years.

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**Poster Title      Streamlining General Education Assessment Feedback**

**Presenter**      Chelsea Starr, Assistant Professor of Sociology  
Sociology and Criminal Justice, Eastern New Mexico University-Portales

**Description**      The presenter will showcase the general education assessment rubrics and feedback form developed by the General Education Committee at Eastern New Mexico University in this session. These tools make reviewing assessment reports and giving feedback in a timely manner easier.

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#### **Posters from the NMHEAA Summer Retreat**

(NMSU System) From Community College to University: Clearing Pathways for Applied Studies—Becky Corran, Dept Chair, DACC Humanities and Social Sciences; David G. LoConto, Dept Head, Sociology - NMSU-LC; Monica Torres, Vice-President for Academic Affairs, DACC; Patti Wojahn, Dept Head, Interdisciplinary Studies - NMSU-LC

(DACC) Math pathways—Ali Ahmad, Professor; Elizabeth Gamboa, Associate Professor; Sara Hanson, Assistant Professor; Arturo Dominguez, Assistant Professor

(ENMU-Ruidoso) Piloting a Capstone Project-- Dinah Hamilton, History, Humanities and Social Sciences Chair; Kaelin Jossart, Languages & Fine Arts Chair; Jack McCaw, Math and Science Chair; Kimberly Wills, Distance Education Coordinator

(NMSU) Developing a Formalized Process for Co-curricular Assessment: Recreating a Culture of Assessment-- Gabrielle Martinez, Communications Specialist, Student Affairs and Enrollment Management; Michael Ray, Director, American Indian Program; Michelle Saenz-Adames, Associate Director, Academic Success

(DACC) Mindful Source Use and Credibility -- Corey Purcell, Assistant Professor; Olga Viramontes, Professor; Lianne Grant, Instructor; Krista MacDonald, Associate Professor

**Thursday Evening  
5:30 p.m. – 7:00 p.m. North Atrium**

**You are invited to attend a reception  
sponsored by**



**SOAR: STEM Outreach  
Alliance Research Lab**

**Friday, February 23**

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**Conference Registration**

7:30 a.m. – 1:00 p.m.

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**You are invited to attend a continental breakfast in the East Atrium, 7:30 a.m. to 9:00 a.m.**

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

**Alvarado E**

<b>Title</b>	<b>New Mexico Higher Education Assessment Association Meeting</b>
<b>Board Members</b>	Susan Wood (Acting President), Joel Dykstra (President-Elect), Krista MacDonald (Past-President), Dawn Kenney (Past-President), Patrice Caldwell (Executive Secretary), Susan Wood (Conference Director), Pierre Laroche (Summer Retreat Director)
<b>Description</b>	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.**

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Location      **Alvarado A**

Session 5-1    **The Digital Divide in New Mexico**

Presenter      Shanna Sasser, Director TRIO Center  
Student Success, San Juan College

Abstract       60% of the State of New Mexico and 80% of tribal communities do not have access to the internet. This presentation gives an overview of the educational impact this lack of technology is having on the retention of under-resourced students. We will look at ideas that other rural states are implementing to improve technological literacy and internet access within their communities.

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Location      **Alvarado B**

Session 5-2    **Building Community and Improving Retention: Developing Literary Culture on a Rural Two-year Commuter College Campus**

Presenters      Justin Bendell, Assistant Professor  
English Dept., University of New Mexico -Valencia

Kristian Macaron, Adjunct Professor  
English Dept., University of New Mexico -Valencia

Heather Wood, Assistant Professor  
English Dept., University of New Mexico -Valencia

Abstract       Faculty from UNM-Valencia's English Department are working to build community and to increase retention on their rural two-year commuter campus by establishing a campus literary culture. The group will share the process they are using to promote literary literacy, to increase exposure for student writers, and to improve student retention. They will detail their experiences, frustrations, and results, and show how other universities might apply these techniques on their campuses.

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Location      **Alvarado C**

Session 5-3    **Doña Ana Community College Math Pathways**

Presenters      Arturo Dominguez, Assistant Professor  
Math & Statistics Department, Doña Ana Community College

Sara Hanson, Assistant Professor  
Math & Statistics Department, Doña Ana Community College

Ali Ahmad, Professor

Math & Statistics Department, Doña Ana Community College

Elizabeth Gamboa, Associate Professor  
Math & Statistics Department, Doña Ana Community College

**Abstract** The goal of Math Pathways is to make math relevant to their field and get students through the gateway math course (Math 120 or Math 210G) in one year, hence increase student retention and completion. We will provide data on how the pathways were created.

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**Location Alvarado D**

**Session 5-4 The Rise and Fall of Portfolios: Lessons Learned from a 10-year Assessment Initiative**

**Presenter** Russ Walsh, Associate Professor  
Psychology, Duquesne University

**Abstract** This presentation will describe the content and course of a sustainable portfolio assessment program that, despite careful planning and supportive resources, was terminated after 10 years. This presentation will focus on what we have learned from our mistakes, and how other assessment programs (including ours) might benefit from the lessons learned.

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**Location Alvarado E**

**Session 5-5** Networking after Breakfast

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**Location Alvarado F**

**Session 5-6 Assessing Student Civic Engagement: A Survey of Approaches & Rubrics**

**Presenters** Monica M. Kowel, Associate Dean  
Office of Community Engaged Learning & Research, University of New Mexico-Albuquerque

**Abstract** The New Mexico Statewide General Education Committee recently identified "Personal & Social Responsibility" as one of the core learning outcomes for a New Mexico college graduate. This presentation provides an overview of rubrics and other self-study or assessment tools for civic engagement and service learning. Discussion will focus upon broadly conceptualizing and articulating the development and stages of civic engagement at your institution and within higher education.

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**Location Alvarado G**

**Session 5-7 General Education with a Focus on Essential Skills – Implementation and Assessment**

**Presenters** Dan Howard, Provost  
New Mexico State University-Las Cruces



Abstract      What does the proposed general education model with a focus on essential skills mean for our institutions around the state? This session will provide an overview of the new certification process and will include expectations for classroom and program level assessment.

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Location      **Alvarado H**

Session 5-8      **Help Us Help Our Students! Evaluating Western New Mexico University's ALAS Pilot**

Presenters      Casey Dickens, Graduate Assistant  
Humanities, Western New Mexico University

Mary Billings, Director  
Center for Student Success, Western New Mexico University

Kate Oubre, Associate Professor of English  
Humanities, Western New Mexico University

Abstract      Assessment is difficult! We need outside perspectives to help us evaluate and refine WNMU's Applied Liberal Arts and Sciences (ALAS) assessment plan and to analyze early pilot results. In the process, we hope to help participants uncover some assumptions, preconceptions, and perhaps strengths in assessing their institutional programs.

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

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Location      **Alvarado A**

Session 6-1      **Improving Learning in an Environmental Engineering Course through Targeted Writing**

Presenter      Charalambos Pangelis, Associate Professor  
Civil Engineering, New Mexico State University-Las Cruces

Abstract      It is widely known that engineering disciplines are facing challenges with respect to student retention, especially among women and minorities. In this presentation, the results of an attempt to enhance student performance and retention, based on targeted, formal and informal writing assignments, will be presented.

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Location      **Alvarado B**

Session 6-2      **Building Bridges: A Collaborative Approach to Support the Math Knowledge and Teaching of Preservice and Experienced Elementary Teachers**

Presenters      Tanya Rivers, Associate Professor

Mathematics and Computer Science, Western New Mexico University

Scott Smith, Assistant Professor

Mathematics and Computer Science, Western New Mexico University

Nora Love, Instructional Coach

Silver Consolidated School District

**Abstract** We will present strategies implemented by two-mathematics faculty at WNMU to address the mathematics content and pedagogical needs of in-service and pre-service teachers in Silver City. We will also describe a collaboration between Mathematics Faculty, the School of Education, and an instructional coach from the Silver School District.

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**Location Alvarado C**

**Session 6-3 Assessing Changes to the Lower-Level Math Pipeline at Eastern New Mexico University**

**Presenters** Tom Brown, Professor of Computer Science

Mathematical Sciences, Eastern New Mexico University-Portales

Regina Aragon, Professor of Mathematics

Mathematical Sciences, Eastern New Mexico University-Portales

**Abstract** The Mathematical Sciences department at Eastern New Mexico University has made numerous changes to its lower-level math pipeline in an attempt to increase the number of students who complete their college-level math class. We provide an analysis of how these changes have affected student success in the lower-level math classes, subsequent classes and students' chances of retention and graduation. The presentation will include lessons learned from making these changes and possible future changes.

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**Location Alvarado D**

**Session 6-4 VoiceThread: An Interactive Tool to Keep Students Engaged**

**Presenters** Jami L Huntsinger, Professor of English

CHESS, University of New Mexico-Valencia

Soledad Garcia-King, Director of Teaching and Learning Center

Teaching and Learning, University of New Mexico-Valencia

**Abstract** The presenters will discuss how to use VoiceThread in online and face-to-face classes to improve student interaction and retention. They will also demonstrate how to use VoiceThread for a variety of presentation needs. Instructors in many disciplines will find this a valuable asset to promoting learning in the classroom.

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**Location Alvarado E**

Session 6-5      **Selecting Evaluation Methods to Enhance Learning and Study Skills**

Presenters      Tracy Lopez, Program Director  
Nursing, Doña Ana Community College

Darla Matthew, Program Director  
Diagnostic Medical Sonography, Doña Ana Community College

Martha McCaslin, Program Director  
Dental Assistant Program, Doña Ana Community College

Abstract      Faculty are increasingly faced with the need to identify appropriate methods to improve the quantity and distribution of student effort in their classes. This workshop will discuss ways to distribute student effort effectively, improve the quality and level of student effort, improve course integrity, and support curriculum rigor.

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Location      **Alvarado F**

Session 6-6      **Assessing Historical and Cultural Awareness in General Education**

Presenters      Ryan Goss, Associate Professor  
Plant and Environmental Sciences, New Mexico State University-Las Cruces

David Smith, Director of Assessment  
Office of Assessment, New Mexico State University-Las Cruces

Abstract      In support of NMSU's writing Quality Initiative and assessment of student learning in general education, a writing assessment of historical and cultural awareness competencies was implemented in 2017. This assessment and its findings will be described and discussed with a focus on the challenges of developing an effective rubric and norming process and, more generally, on supporting faculty efforts to improve students' writing skills across all disciplines.

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Location      **Alvarado G**

Session 6-7      **Bridge to Success: Development of a Summer Bridge Program**

Presenters      Christopher Kacir, Acting Dean  
University College, Shawnee State University

Marc Scott, Associate Professor  
English and Humanities, Shawnee State University

Sally Lyle, Senior Instructor  
General and Transitional Education, Shawnee State University

Brittany Mention, Senior Instructor  
General and Transitional Education, Shawnee State University

Abstract This presentation highlights the development, piloting, and scale-up of a program designed to address the academic and personal needs of students needing developmental coursework. Students do not pay for the program, but preliminary data shows that the program increases retention and student success.

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Location **Alvarado H**

Session 6-8 **Institutional Contexts and Programmatic Strategies for Assessing Student Writing**

Presenters Steve Simpson, Associate Professor and Department Chair  
Communication, Liberal Arts, Social Sciences, New Mexico Institute of Mining and Technology

Jesse Priest, Assistant Professor of English, Director of the Writing and Oral Presentation Center for Communications, Liberal Arts, Social Sciences, New Mexico Institute of Mining and Technology

Beth Kramer-Simpson, Assistant Professor and Director of the Bachelors of Science in Technical Communication, Communications, Liberal Arts, Social Sciences, New Mexico Institute of Mining and Technology

Abstract In this panel, we combine presentation and audience interaction to describe one Writing Program's process of developing practices for assessing student writing. In doing so, we elaborate on our process of formalizing curricular goals, as well as implications that our assessment practices have for general education assessment. We suggest takeaways for teachers and administrators who may be curious about responding to student writing.

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Location **Fireplace Room**

Session 6-9 **Engaging Middle School Students in Global Awareness and International Understanding**

Presenters Margo Collier, Associate Professor  
Special Education, University of New Mexico-Albuquerque

Karla Kingsley, Associate Professor  
Department of Teacher Education, Educational Leadership, and Policy, University of New Mexico-Albuquerque

Rebecca Sanchez, Associate Professor  
Department of Teacher Education, Educational Leadership, and Policy, University of New Mexico-Albuquerque

Yen Pham, Assistant Professor  
Special Education, University of New Mexico-Albuquerque

Abstract We will share experiences of middle-school students who participated in an exchange program in Poland. Arts-based, inquiry-oriented curricula for studying history are described. Global education is part of the 21st Learning Framework to increase readiness for college, careers, and participation in civic life. Problem solving and research skills were assessed.

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

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Location **Alvarado A**

Session 7-1 **Can Creating Graduation Goals help Retention?**

Presenter Dawn Kenney, Senior Analyst, Institutional Research and Assessment  
Office of Planning and Institutional Effectiveness, Central New Mexico Community College

Abstract In 2012, Central New Mexico Community College created graduation goals for every program at the college and a few years later updated them to 2020 in accordance with our strategic goals. This presentation is about why we did it and how we did it and whether it has helped or hurt us.

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Location **Alvarado B**

Session 7-2 **Using Data to Drive Program Change in Foundational Math at the University of New Mexico-Albuquerque**

Presenter Cash Clifton, Foundational Math Coordinator  
Academic Foundations, University of New Mexico-Albuquerque

Abstract This presentation focuses on data-gathering practices in Foundational Math at the University of New Mexico and how the resulting data is used to drive programmatic change in an effort to benefit student retention and performance in subsequent University courses.

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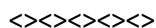
Location **Alvarado C**

Session 7-3 **Faculty Involvement in Student Retention: Does it Matter?**

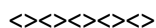
Presenters Veena Parboteeah, Assistant Dean, Associate Professor of Information Systems  
College of Business, Eastern New Mexico University-Portales

Deborah Corbin, Assistant Professor of Accounting  
College of Business, Eastern New Mexico University-Portales

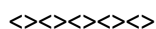
Abstract Research shows that both administrative functions and faculty interactions influence student retention. Based on this research, we will discuss the areas of faculty involvement in student retention such as faculty approachability and learning experiences and their impact on students. This will help with faculty training to improve student retention.



Location	<b>Alvarado D</b>
Session 7-4	<b>Improving Retention: Meaningful Feedback in an Online Classroom</b>
Presenters	Miley Grandjean, Instructional Consultant and Coordinator on the Online Course Improvement Program, Instructional Innovation and Quality, New Mexico State University-Las Cruces  Krista MacDonald, Associate Professor and Online Education Coordinator Arts, Humanities and Social Sciences, Doña Ana Community College
Abstract	Online students consistently rate instructor responsiveness, feedback, and guidance as the most important elements of a quality online class. We used assessment data to determine what students mean when they ask for more feedback. Attend our presentation and learn ways of providing timely, constructive feedback to help retain online students.



Location	<b>Alvarado E</b>
Session 7-5	<b>Co-Curricular Assessment: Cultivating a Student Ready Campus</b>
Presenters	Tamara Trujillo, Assessment and Accreditation Coordinator Institutional Research, Northern New Mexico College  Tobe Bott Lyons, TRIO Upward Bound Director Grants Administration, Northern New Mexico College  Amy Ortiz, Director of Library Ben Lujan Library, Northern New Mexico College  Patricia Trujillo, Associate Professor of Equity and Diversity Languages and Letters/President's office, Northern New Mexico College
Abstract	Beyond an accreditation mandate, co-curricular assessment can be a powerful tool for aligning academics and student affairs while also improving the student experience. This presentation will present the innovative co-curricular assessment framework and process that has been developed at Northern New Mexico College.



Location	<b>Alvarado F</b>
Session 7-6	<b>Postsecondary Options for People with Intellectual Disabilities: A Conversation</b>
Presenter	Roberta (Bobbie) Derlin, Associate Provost, Emeritus New Mexico State University-Las Cruces

Abstract 6.5 million people in the U.S. have an intellectual disability (ID). After a brief history of federal initiatives supporting students with ID at 268 U.S. postsecondary programs, the conversation will include opportunities for NM IHEs to serve this population and the assessment and retention challenges faced by program options.

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Location **Alvarado G**

Session 7-7 **Implementing and Assessing High Impact Educational Practices in Student Services**

Presenters Patricia Diawara, Executive Director  
Institutional Effectiveness, Pikes Peak Community College

Sylvia Garcia, Director  
Retention Services, Pikes Peak Community College

Abstract Through select examples, this presentation illustrates how Pikes Peak Community College's non-academic departments implement high impact educational practices (e.g. first year seminar, multicultural events, and community-based projects), use an outcomes-based assessment model to quantify student learning, and continuously improve the quality of their services and programs.

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Location **Alvarado H**

Session 7-8 **Creating a Connected, Engaged Classroom**

Presenter Niki Mott, Adjunct Instructor  
English, Doña Ana Community College and New Mexico State University-Las Cruces

Abstract This interactive presentation demonstrates methods for students to engage with you, each other, and their classes, raising retention rates. Using approaches of Lee Glickstein's Speaking Circles International, it will model using "relational presence" for a supportive environment where students can connect to instructors and peers, staying engaged - and enrolled.

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Location **Fireplace Room**

Session 7-9 **Using Assessment Tools based on Quality Measuring Techniques to Manage and Support Student Centered Instruction**

Presenter John Patrick, Instructor  
Doña Ana Community College

Abstract Using assessment tools, sampling and data collection for Pareto analysis, we provided weekly data listing of individual and class scores providing ability to adjust learning material and re-teaching topics. Students are centrally involved in the process: this insures student buy-in. Data and data collection examples will be illustrated and explained.

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

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**Post-Conference Workshops**

Friday 1:00 p.m. – 3:00 p.m.  
(Registration is required)

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**Workshop 1 (\$40)**

Location	<b>Alvarado A</b>
Title	<b>Evidence for Successful Accreditation – How Much is Enough?</b>
Facilitator	Bobbie Derlin, Associate Provost, Emeritus, NMSU System-wide Accreditation, Academic Planning and Program Review & Outcomes Assessment, New Mexico State University-Las Cruces
Abstract	Accreditation, student learning assessment and accountability activities at universities and colleges that were historically separate and often unrelated are now becoming more intertwined. Rather than accepting institutional assertions about processes implemented in self-study and other accreditation documents, accreditors are increasingly requiring “evidence” of effective implementation. How do you decide what is “evidence” and how do you decide how much evidence is enough? This workshop will help you answer these questions from varied perspectives of regional, specialized and programmatic accreditors. Small group and whole group conversations will provide opportunities for participants to share experiences and strategies – the good, the bad and the ugly!

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**Workshop 2 (\$20)**

Location	<b>Fireplace Room</b>
Title	<b>Annual Meeting of the New Mexico Association for Institutional Research and Planning</b>
Facilitators	Anthony Ulibarri and Teruo Yokoyama Office of Institutional Planning and Effectiveness, Santa Fe Community 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.

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**Workshop 3 (\$20)**

Location	<b>Alvarado B</b>
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**Title**                    **Preparing for Certification of General Education Courses following Statewide GE Reform**

**Abstract**              This workshop, facilitated by members of New Mexico's Statewide General Education (GE) Steering Committee, will involve discussion and hands-on exploration of a proposed course certification process developed as part of statewide GE reform efforts. Participants will first be walked through the steps in preparing a sample course certification form including documenting how essential skills will be taught and assessed in the course. This will illustrate how essential skills rubrics might be used in adapting existing GE courses to the new skills-based GE framework. Participants will then be invited to work on preparation of a course certification form for a course of their choosing.

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**Workshop 4 (\$20)**

**Location**              **Alvarado C**

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

**Abstract**              This workshop is the organizational meeting for the New Mexico State Authorization Network (NM-SAN), and hopefully, the first NM-SAN Annual Summit. Featured speakers include Dr. John Lopez, Director WICHE SARA and NM HED representative(s). The attendees will discuss needs & concerns then determine the NM-SAN's purpose, structure, and function. This meeting is open to conference attendees.

**Special Thanks to**

**Cristine Watson, NMHEAR Registrar – Eastern New Mexico University-Portales**  
**Juan Martinez, Technical Support – Doña Ana Community College**  
**Rod Santos, Technical Support – Doña Ana Community College**

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**2018 New Mexico Higher Education  
Assessment and Retention Conference**

We hope to see you all next year at the Hotel Albuquerque at Old Town  
Albuquerque, New Mexico

February 21 and 22, 2019

<http://www.nmsu.edu/NMHEAR>



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

Where: Ruidoso, NM  
When: June 24-26, 2018

\$2,650 if registered before April 3<sup>rd</sup>

(Fee includes registration, lodging and most meals)

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

Contact Pierre Laroche, Retreat Director, at [Pierre.Laroche@enmu.edu](mailto:Pierre.Laroche@enmu.edu) for details

or visit the Website:

<http://www.nmsu.edu/NMHEAR/retreat.php>

# Hotel Albuquerque at Old Town

