



New Mexico Higher Education Assessment and Retention Conference

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# Assessing High Impact Practices and Their Effect on Retention



February 27 and 28, 2020  
Hotel Albuquerque at Old Town  
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.*

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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
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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 2020 New Mexico Higher Education Assessment and Retention Conference

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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 2020 annual conference, themed ***Assessing High Impact Practices and Their Effect on Retention***. 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. Those of you who have attended this conference in the past know that New Mexico has substantial knowledge and expertise to share around these issues. This year's program is no different.

We are pleased to welcome Dr. Jillian Kinzie as this year's featured presenter. Dr. Kinzie is Associate Director of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute at the Indiana University School of Education. She conducts research and leads project activities on effective use of student engagement data to improve educational quality, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project. She is co-author of *Assessment in Student Affairs* (2016), *Using Evidence of Student Learning to Improve Higher Education* (2015), *Student Success in College* (2005/2010), and *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (2008/2014). At this conference, we are privileged to have her present both a pre-conference workshop, *Doing Assessment that Matters to Student Learning and Success*, and our luncheon keynote address, *Designing Teaching, Learning and Assessment with Student Success in Mind*.

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. Their valuable help is much appreciated!

Finally, I want to thank you for your participation in our 2020 NMHEAR conference. No matter your role, join in and engage! We need 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,



David E. Smith, President

New Mexico Higher Education and Assessment Association

# New Mexico Higher Education Assessment and Retention Conference 2020

**Thursday, February 27**

## **Conference Registration**

7:30 a.m. – 4:00 p.m.

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### **Pre-Conference Workshops**

Thursday 8:30 a.m. – 11:00 a.m.

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

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#### **Workshop 1 (\$60)**

Location **Franciscan**

Title **Doing Assessment that Matters to Student Learning and Success**

Facilitator Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement Institute

Abstract Trends in the assessment of student learning are moving beyond a compliance-oriented approach toward a more grounded focus on faculty's day-to-day work on teaching, learning, and curriculum. Doing assessment that matters to student learning and success highlights approaches that include moving assessment closer to the course and towards carefully crafted assignments, appreciating all the places students learn in and out of the classroom, connecting faculty development and assessment, and involving students in assessment. This session will explore these trends and help educators build a culture of assessment that facilitates academic program enhancement and boosts student learning opportunities. Bring your ideas, questions and the challenges you've faced in your efforts to do assessment and to increase student retention, success and completion.

#### **Workshop 2 (\$40)**

Location **Alvarado B**

Title **Diversity, Equity, and Inclusion and U.S. Higher Education**

Facilitator Mónica Torres, President, Doña Ana Community College

Abstract "Diversity, equity, and inclusion" has become something of a mantra in higher education in recent years. As pressure has mounted on colleges and universities to increase student success, institutions have turned their attention to the more diverse student populations enrolling (or potentially enrolling) at their institutions. But diversity, equity, and inclusion have been significant issues in higher education—in one way or another—for most, if not all, of its history, and the vestiges of that history are being felt on campuses in the 21st century.

In this workshop, the presenter will briefly outline several critical developments in the history of colleges and universities, developments that have shaped the experience of diverse student populations. Following that, presenter and participants will use several recent articles from *The Chronicle of Higher Education* to explore the ways in which diversity, equity, and inclusion are playing out in U.S. higher education today. Finally, the presenter will offer several promising directions being explored across the country to productively address issues of diversity, equity, and inclusion on college and university campuses.

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**Workshop 3 (\$20)**

Location      **Alvarado C**

Title            **NM State Dual Credit Meeting**

Facilitators    Amanda Vescovo, Assistant Director of Academic Advising, Doña Ana Community College  
Dee Dee Hatch Sanders, Dual Credit Coordinator, University of New Mexico-Albuquerque

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 and post-secondary educators, counselors, administrators, academic advisors, program coordinators and all other constituents working with the dual credit population to meet and discuss best practices for dual credit programs.

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

**Keynote Address – Dr. Jillian Kinzie**  
**Designing Teaching, Learning and Assessment with Student Success in Mind**

Increasing the number of students who succeed in higher education is a critical 21st century goal. Campuses today are working hard to develop a clearer and more integrated, collective approach to this goal and to achieve equitable outcomes. This takes leadership, resources, good data, a willingness to try new things, and, above all, a sense of purpose—working toward shared goals for student success. In this session we will highlight what we know from research about what facilitates student success, including what works in the first college year, evidence about high-impact practices and guided pathways, among others. We will explore the current state, highlight a framework for advancing student success goals with a focus on retention and completion, and consider approaches to assessment to help better inform our work.

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

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**Location** Alvarado A

**Session 1-1** **Garbage in/Garbage out: Quantitative Data Collection Challenges in Higher Education Retention Research**

**Presenters** Sandra Way, Associate Professor, Sociology, New Mexico State University-Las Cruces  
Stephanie Arnett, Assistant Professor, Sociology, New Mexico State University-Las Cruces

**Abstract** This session considers some of the challenges associated with collecting quantitative student data to study the impact of educational programs on retention. After a presentation describing the experiences of the New Mexico Alliance for Minority Progress (AMP) program, participants will discuss data collection issues faced by higher education researchers and brainstorm possible solutions.

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**Location** Alvarado B

**Session 1-2** **Juggling Modalities to Support Student Learning and Retention: Western New Mexico University Humanities “Fusion” Courses**

**Presenters** Katerine Oubre, Associate Professor, English, Humanities Department, Western New Mexico University  
Benjamin Cline, Associate Professor, Communications, Humanities Department, Western New Mexico University  
Philip Schoenberg, Assistant Professor, Philosophy, Humanities Department, Western New Mexico University  
Heather Steinmann, Associate Professor, English, Humanities Department, Western New Mexico University

Abstract As our online student population increases, we have made Humanities coursework for majors and minors fully available online, yet we also strive to meet the needs of our face-to-face population. We will share current experiments in our “fusion” course model and engage conference participants in lively discussion about challenges and opportunities.

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Location **Alvarado C**

Session 1-3 **Greyhound Academy: Year 2--Results and Lessons Learned**

Presenters Mary Kallus, Associate Professor of Reading/Literacy, Curriculum and Instruction, Eastern New Mexico University - Portales  
Patti Dobson, Associate Professor of Communication, Communication Department, Eastern New Mexico University - Portales  
Susan Cramp, Director, Advising Center, Eastern New Mexico University - Portales

Abstract To provide an opportunity for higher education to students, ENMU conditionally admitted a cohort of thirteen students in year two of a retention program. The Greyhound Academy offers these conditionally-admitted students a structured set of courses and required study/grit sessions. This presentation outlines preliminary data and lessons learned as well as ideas for future implementation.

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Location **Alvarado F**

Session 1-6 **Student Overboard! Throwing Out a Life Line**

*This presentation is a result of the work completed in Summer 2019 at the New Mexico Higher Education Assessment Association Retreat*



Presenters Julie Flegal-Smallwood, Director of Accreditation, Institutional Development, Redlands Community College, El Reno, Oklahoma  
Eli Zuckworth, Accreditation Liaison Officer, Institutional Development/Athletics, Redlands Community College, El Reno, Oklahoma

Abstract In an era of declining enrollment trends, retention of at-risk students has an increased importance. Although the college has had a referral system in place for some time, the efficacy and utilization of the system by faculty had waned. Rebranding and streamlining the process boosted use and success, and in turn increased retention as well as faculty and student buy-in. Primary alert areas include grades/performance, attendance, financial concerns, need for tutoring, and technology challenges.

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Location **Alvarado G**

Session 1-7 **Assessment 101 - The Process of Assessment**

Presenter James Cadena, Associate Professor, Business, 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.

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Location **Alvarado H**

Session 1-8 **Stacked High Impact Practices: Benefits for Student Learning and Faculty Development**

Presenter Kathryn Kloepper, Director of Research that Reaches Out and Associate Professor, Chemistry, Mercer University, Macon, Georgia

Abstract This interactive presentation shares results from a five-year curricular initiative to blend service learning with undergraduate research. Assessment of student learning outcomes includes evaluation of more than 1000 students' products per year. Discussion of stacking these high-impact practices will include student learning and retention lessons and recommendations for delivering effective faculty development.

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Location **Fireplace Room**

Session 1-9 **Creating an Environment of Nonviolence in the Classroom**

Presenter Vickie Aldrich, Faculty Emeritus, Mathematics and Statistics, Doña Ana Community College

Abstract This presentation introduces the concept of a nonviolent classroom. Having a safe classroom that promotes nonviolence and encourages diversity will impact retention and learning. This is an interactive presentation, no PowerPoints here. Participants will take part in 3 activities: a community builder, a reflective/release valve, and a listening activity. There will be a couple of handouts and time for discussion.

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Location **Turquoise Room**

Session 1-10 **"First Responder" —Early Student Engagement Improves Retention Rates**

Presenters Jose Lopez, Assistant Professor, Nursing, Doña Ana Community College  
Cynthia Olivas, Interim Director, Nursing, Doña Ana Community College

Abstract Assuming the role of "First Responder" is crucial for early engagement of students in order to improve retention and student success. Early assessment of student performance in nursing courses has improved learning outcomes and retention rates. Providing students with the support they need promotes student success.

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

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Location **Alvarado A**

Session 2-1 **Dual Credit Fuels the Engine of a K-14/16 New Mexico**

Presenter Tracey Bryan, President/CEO, The Bridge of Southern New Mexico

Abstract New Mexico's economic well-being depends on industries that offer middle- and high-skilled jobs and pay life-sustaining wages. All of the Governor's target industries rely on strong pipelines of well-qualified talent – New Mexico True Talent – and dual credit connects our graduates with the best jobs and careers in New Mexico.

Dual Credit Courses that align with college completion points give colleges and universities a steady stream of future students ready to finish what they started.

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Location **Alvarado B**

Session 2-2 **A Constructivist Graduate Online Course on Culture and eLearning Design**

Presenter David Gomez, Organization, Information and Learning Sciences, University of New Mexico - Albuquerque

Abstract Culture and Global eLearning is an online graduate level course offered in the Organization, Information and Learning Sciences program at the University of New Mexico - Albuquerque as part of a fully online master's degree. This course offers ample opportunities to students to share solutions to problem-based and project-based learning activities with the whole class for feedback from class members and the instructor through detailed grading rubrics. Students also get to facilitate debates. The course has helped student retention and completion rates. Retention and assessment go hand in hand because a course that offers assessments that are sequenced, varied, authentic and that allows students to track their learning progress with timely feedback can make a big difference for graduate students. In this vein, Culture and Global eLearning strives to offer a positive yet authentic experience that will help students stay on track.

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Location **Alvarado C**

Session 2-3 **Exploring Growth Mindset**

Presenters Adrian Sierra, Instructor, Science, Engineering and Mathematics, Doña Ana Community College  
Mychael Smith, Instructor, Science, Engineering and Mathematics, Doña Ana Community College

Abstract Not all students have a positive mindset when dealing with mathematics. *Growth mindset* is the idea that our brains have the capability to grow and develop with experience. Many of our students come to our mathematics courses with a *fixed mindset*. We will also discuss ideas to implement *growth mindset* in class to improve retention in mathematics and other areas and to encourage *growth mindset* within students.

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Location **Alvarado F**

Session 2-6 **Taming of the Program Review – and You Can Too!**

Presenters Shelley Stovall, Executive Director, Accreditation, New Mexico State University - Las Cruces  
Laura Grant, Program Specialist, Accreditation, New Mexico State University - Las Cruces

Abstract Budgets are tight, faculty/staff time is limited. We developed a model for utilizing existing, widely adopted campus systems—including efficiency, timely completion and quality reporting—to improve academic program review. We met users where they were, enhanced communication and guidance, and avoided costly new software and subsequent training.

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Location **Alvarado G**

Session 2-7 **Curricular Alignment through Alternative Assessments: The Role of Learner Self-Perceptions in Spanish Second Language and Heritage Language Programs**

Presenters Eva Rodriguez-González, Associate Professor, Spanish and Portuguese, University of New Mexico - Albuquerque  
Sarah Schulman, Spanish Language Instructor, World Languages, Albuquerque Academy  
Marián Giraldez-Elizo, Spanish Language Instructor, Language, Literacy and Sociocultural Studies, University of New Mexico - Albuquerque

Abstract A growing body of research on second language learning has focused on factors that help learners become more proficient communicators in the target language by including learners' self-assessment techniques when documenting language learning development. The present study investigates the self-perceived capabilities of Spanish language learners in speaking and writing throughout a sequence of courses in two programs. Presenters will present their findings and implication for language educators when including self-assessment activities as part of the language curriculum. Presenters will share course materials and assessment instruments that may be useful for other colleagues in different disciplines.

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Location **Alvarado H**

Session 2-8 **Transitioning State Gen Ed Outcomes for Communication**

Presenters Elisabeth Kramer-Simpson, Associate Professor, Communication, Language Arts and Social Sciences (CLASS), New Mexico Institute of Mining and Technology  
Steve Simpson, Associate Professor, Communication, Language Arts and Social Sciences (CLASS), New Mexico Institute of Mining and Technology  
Jesse Priest, Assistant Professor, Communication, Language Arts and Social Sciences (CLASS), New Mexico Institute of Mining and Technology

Abstract We will discuss the transition from 2013 to 2019 in assessment outcomes for Area 1: Communication. We will describe adaptations of the state “component skills” and discuss participation in the state general education committee, pilot results from our new assessment, and techniques to bridge assessments in measuring student performance.

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Location **Fireplace Room**

Session 2-9 **Academic Notebooks: A Gateway to Scholarly Writing Success and Academic Persistence**

Presenters Cindy Bengé, Assistant Professor of Reading/Literacy Education, Eastern New Mexico University - Portales  
Alana Morris, Director of Personalized Learning, Human Resources, Spring Branch Independent School District, Hedwig Village, Texas

Abstract For many graduate students, the difference between success and non-success is determined by academic writing ability. This qualitative study examines the efficacy of using academic writers’ notebooks with graduate students to improve academic writing and produce scholarly writers, contributing to retention and continued persistence toward a degree.

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Location **Turquoise Room**

Session 2-10 **Transforming Community Colleges through National Science Foundation (NSF) Research Projects**

Presenter Karen Henry, Associate Professor, Computer Technology, New Mexico State University -Grants

Abstract Innovative learning experiences for students have been proven to increase retention rates. This session will discuss the grant funding opportunities available to community colleges and the obstacles faculty face pursuing them, including pay structures, job descriptions and inaccurate perceptions. We will discuss the benefits of research experiences and what makes community colleges highly qualified to conduct research. We will also discuss the incredible financial benefit of receiving a National Science Foundation (NSF) grant that could transform a campus.

**Break and Refreshments – 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 **Outreach and Expansion: Lessons Learned from a Library and Writing Center Collaboration**

Presenters Gina Lawrence, Writing Center Director and College Assistant Professor, English, New Mexico State University - Las Cruces  
Erin Wahl, Instruction Coordinator, Library, New Mexico State University - Las Cruces

Abstract The fusion of library and writing center services sounds ideal but proves much more complicated in practice. Our Writing Center piloted an embedded librarian, with the assumption that the convenience of having both writing and research assistance in one place would be successful. Our initial start has not been successful, and we have a lot that we have learned. We will discuss our process and proposed ways to support students through a collaboration between these two important student support services.

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Location **Alvarado B**

Session 3-2 **Strategies for Improving Retention of LGBTQ+ Students**

Presenters Liz Bennett, Instructor of Sociology and Interim Associate Dean, School of Communication, Humanities and Social Sciences, Central New Mexico Community College  
Zac Shank, Interim Dean, School of Communication, Humanities and Social Sciences, 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.

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Location **Alvarado C**

Session 3-3 **The Relationship Between Students' Confidence and Academic Performance in an Entry-Level Engineering Course**

Presenters Germain Degardin, Program Specialist, SOAR Evaluation and Policy Center, College of Education, New Mexico State University - Las Cruces  
Patti Wojahn, interdisciplinary Studies Department Head, New Mexico State University - Las Cruces

Abstract Following an intervention on studying strategies and metacognition, 323 students disclosed their level of confidence before their exams. Findings revealed what influences students' confidence level and how it compared to their performance. The results offer insight into why students' level of confidence is an essential factor of students' retention and assessment.

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Location **Alvarado D**

Session 3-4 **Developing General Education Program Review at the University of New Mexico - Albuquerque**

Presenters Samuel Hatch, Academic Program Review Specialist, Office of Assessment and Academic Program Review, University of New Mexico - Albuquerque  
Julie Sanchez, Director, Office of Assessment and Academic Program Review, University of New Mexico - Albuquerque

Abstract HLC assessment criteria and new NMHED general education initiatives have prompted the design of an institutional review process for general education programming, to be initiated in Fall 2021. This session will provide an overview of the newly designed (and still evolving) University of New Mexico - Albuquerque General Education Program Review process.

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Location **Alvarado E**

Session 3-5 **Town Hall with Dr. Jillian Kinzie**

Presenter Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement Institute

Abstract Dr. Kinzie will be available for informal conversation with attendees about her workshop, keynote, and other relevant topics.

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Location **Alvarado F**

Session 3-6 **Measuring Student Engagement**

Presenter Mariana Castanon, Resource Teacher, Washington Middle School, Albuquerque Public Schools

Abstract Come learn about how to measure or assess student engagement! This presentation will showcase an effective, classroom-proven student engagement measurement tool, which can lead to a higher level of student retention. The tool produces daily student engagement data that can be used to enhance instructional practices. Geared towards educators from all levels who are looking for a way to measure students' engagement or who seek a student engagement measurement tool to share with others.

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Location **Alvarado G**

Session 3-7 **Credit for Prior Learning: Creating a New Mexico State University System-Wide Approach**

*This presentation is a result of the work completed in Summer 2019 at the New Mexico Higher Education Assessment Association Retreat*



Presenters Becky Ross, Director, Allied Health, New Mexico State University - Alamogordo  
Erin Kuh, Department Chair, Allied Health, New Mexico State University - Carlsbad  
Terry Mount, Department Chair, Commercial Technologies, Doña Ana Community College

Abstract Options for implementing Credit for Prior Learning (CPL) throughout the New Mexico State University system have been explored and presented to faculty at multiple venues. The presentation will provide an overview of CPL; completed taskforce work; benefits to students, faculty, community, and New Mexico State University system; how the award process will work; who will be involved; and the alignment with the New Mexico State University LEADS 2025 strategic plan.

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Location **Alvarado H**

Session 3-8 **The Role of Tutoring in Students' Achievement of Their Goals**

Presenters John Bollweg, Institutional Researcher, University of New Mexico - Valencia  
 Shalaine Buck, Education Specialist, Learning Commons, University of New Mexico - Valencia  
 Patricia Gillikin, Writing Center Director, University of New Mexico - Valencia  
 Madayln Everett, Writing Center Consultant, University of New Mexico - Valencia  
 Angelica Ulibarri, Math Tutor, University of New Mexico - Valencia

Abstract The presenters will share comparative data on course completion rates of students based on the frequency of their participation in tutoring in the University of New Mexico - Valencia's Learning Commons (including math, science, and writing tutoring). Presenters will also discuss the Learning Commons' tutor education philosophy and practices. Tutor education at the University of New Mexico - Valencia Learning Commons includes topics that assist tutors in developing rapport, honoring learner agency, and scaffolding learning experiences, such as Active Listening, Growth Mindset, the Tutoring Process, Asking Questions, Reflection and Transfer, Empathy, and Self-Care/Self-Compassion. Presenters will provide a brief overview.

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Location **Fireplace Room**

Session 3-9 **Exploring Feedback to Students in Graduate and Undergraduate Classes**

Presenters Michael Shaughnessy, Professor, Educational Studies, Eastern New Mexico University - Portales  
 John Peter Petrone, Assistant Professor, Educational Studies, Eastern New Mexico University - Portales  
 Mark Viner, Assistant Professor, Curriculum and Instruction, Eastern New Mexico University - Portales

Abstract Instructors provide different types of feedback as part of the teaching/learning/assessment process. Explicit feedback on assignments using online platforms assists in student growth and, ultimately, in summative assessment. This presentation will focus on two online graduate classes in educational research and attempts to provide feedback to enhance growth in graduate-level writing and research, therefore enhancing student retention. An undergraduate project-based class, as well as a graduate gifted education course that provides weekly affective (validation, supportive, reinforcement, etc.) forms of feedback, will also be examined.

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Location **Turquoise Room**

Session 3-10 **An Assessment-based Approach to Faculty Development: Eastern New Mexico University's Online Course Standards**

Presenter Ryan Roark, Director, Distance Learning, Eastern New Mexico University - Portales

Abstract Have you ever wondered if faculty development is focusing on the best topics or producing the desired results? In this case study presentation, learn how assessment principles were applied at ENMU to set standards for online courses, assess program performance, and design faculty development based on data.

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

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Location      **Alvarado A**

Session 4-1   **Empowering Students through Interactive Class Participation and Assessments**

Presenters     Jalal Hamedi, Professor of Sociology/Psychology and Chair, Social Sciences, New Mexico State University - Carlsbad  
Jon M. Strahan Sr., Assistant Professor, Business, New Mexico State University - Carlsbad

Abstract       This presentation will entail an interactive discussion of how group work and interactive class discussion, flipped classroom projects and assessment all work to empower students while increasing their vigor in the course. We will also present real time assessment feedback. Empowering students improves student retention.

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Location      **Alvarado B**

Session 4-2   **The Challenges and Rewards of Creating and Implementing an Applied Liberal Arts and Sciences General Education Course in STEM**

Presenters     Manda Jost, Professor of Biology, Natural Sciences, Western New Mexico University  
Illya Medina Velo, Assistant Professor of Chemistry, Natural Sciences, Western New Mexico University  
Scott Smith, Associate Professor of Mathematics Education, Mathematics and Computer Science, Western New Mexico University

Abstract       Western New Mexico University received an Applied Liberal Arts and Sciences (ALAS) designation, which represents a significant departure from a traditional non-integrative curriculum. This presentation will describe the challenges and rewards of creating and implementing the STEM component of the ALAS curriculum. Assignments, activities, and assessment methods will be discussed.

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Location      **Alvarado C**

Session 4-3   **Affecting Student Grit through Non-Cognitive Interventions**

Presenter      Edward Hummingbird, Institutional Effectiveness Specialist, Office of Institutional Research, Effectiveness and Planning, Southwestern Indian Polytechnic Institute

Abstract       While grit is seen as a powerful predictor of student success, it is also widely viewed as a relatively fixed personality characteristic that is prohibitively difficult to affect. This presentation focuses on research at the Southwestern Indian Polytechnic Institute (SIPI) on how to systematically affect grit through select non-cognitive factors. Examples of how SIPI is using such interventions to improve student grit will be shared.

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Location **Alvarado D**

Session 4-4 **PR 2.0: Program Review Frustrations and Lessons Learned**

Presenters Jesse Davis, Director of EMS/Instruction, Health Sciences Division, Eastern New Mexico University - Roswell  
Ron Flury, Director of Career Education, Technical Education, Eastern New Mexico University - Roswell  
Edna Yokum, Director of Social and Behavioral Sciences, Arts Sciences Education, Eastern New Mexico University - Roswell

Abstract Program review is an essential component of assessment. The process at Eastern New Mexico State University - Roswell had some serious issues. We are now in our second cycle and we had to make decisive changes in response to faculty and staff feedback. It now focuses on programs using data-driven reflection to make data-driven changes.

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Location **Alvarado E**

Session 4-5 **Retention of Bilingual Students through a Dual-Credit Program**

Presenters Trinidad Tolar, School of Education, Western New Mexico University  
Alfredo Reyes, School of Education, Deming High School

Abstract The Western New Mexico University faculty are collaborating with teachers at the high school to create a program for Spanish heritage speakers. This program is designed to increase the retention of bilingual students and encourage them to complete high school and consider attending college. In addition, the students interested in teaching will be able to take beginning education courses. With this program, we hope to reduce the pipeline barriers and grow our own bilingual teachers.

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Location **Alvarado F**

Session 4-6 **Effective Measures for Formative Assessment of English Language Learners**

Presenter David Tompkins, Assistant Professor of Elementary Education, Eastern New Mexico University - Portales

Abstract Effective formative assessment of English Language Learners in our classrooms requires a unique mindset, measuring tool, and implementation to determine strengths and needs in light of the standards and the aligned language and content objectives. This presentation will address effective formative assessment design and implementation, offering some strategies that are foundational to targeting, defining, and measuring linguistic abilities necessary for driving and scaffolding future instruction.

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Location **Alvarado G**

Session 4-7 **Indigenous Assessment**

Presenter Stephen Wall, Faculty Emeritus, Indigenous Liberal Studies, Institute of American Indian Arts

Abstract The Institute of American Indian Arts (IAIA) has developed an assessment process that is based in qualitative data and community values. This two-tiered process is based on dialogue and reinforcing the values of IAIA. The result of this approach has been to create a stronger sense of community, faculty buy-in and participation in assessment and has allowed IAIA to create a climate of assessment in which assessment is celebrated.

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Location **Alvarado H**

Session 4-8 **From Here to There: The Evolution of Assessment at Eastern New Mexico University -Roswell**

*This presentation is a result of the work completed in Summer 2019 at the New Mexico Higher Education Assessment Association Retreat*



Presenters Douglas Texter, Faculty Member and Director, English, Eastern New Mexico Univeristy -Roswell  
 Cory Cogdill, Faculty Member and Director, Mathematics, Eastern New Mexico Univeristy - Roswell  
 Maureen Olguin, Faculty Member and Director, Communications, Eastern New Mexico Univeristy - Roswell

Abstract In this presentation, we will describe the way in which the Eastern New Mexico University - Roswell General Education program used the curriculum-mapping work engaged in at New Mexico Higher Education Assessment Association (NMHEAA) Summer Retreat this past summer as a springboard for implementing assessment practices across the campus and preparing for an HLC focused site visit in the Spring of 2020.

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Location **Fireplace Room**

Session 4-9 **Mentor Me Please: Mentoring the Next Generation of Women in Academia**

Presenters Loretta Salas, Associate Professor, Special Education, New Mexico State University - Las Cruces  
 Kim Knox, Doctoral Student, Special Education, New Mexico State University - Las Cruces

Abstract The literature and research suggest that mentoring relationships provide a unique perspective on career development in academia. Much of this research seems to support that having a mentor is an important component to successful advancement. However, this research has focused on male career patterns. Subsequently, when this standard is used to measure women's experience, the practice can lead to the conclusion that women's approach to mentoring is deficient/inferior in some way.

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Location **Turquoise Room**

Session 4-10 **Bringing the Field to the University: Authentic “Practice Teaching” in a University Methods Course**

Presenters Rebecca Sanchez, Associate Professor, Teacher Education, Education Leadership and Policy, University of New Mexico - Albuquerque  
 Karla Kingsley, Associate Professor, Teacher Education, Education Leadership and Policy, University of New Mexico - Albuquerque  
 Margo Collier, Associate Professor, Special Education, University of New Mexico -Albuquerque

Abstract Teacher education programs routinely rely on field placements to offer teacher candidates with opportunities to teach. This session describes a teaching partnership in which eighth-grade middle school students come to a university class and teacher candidates teach lessons related to historical events. This partnership offers bidirectional teaching and assessment opportunities.

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

**Poster Title Impact of an Undergraduate Research Experience at Eastern New Mexico University**

Presenter Kenwyn Cradock, Biology, Eastern New Mexico University - Portales

Description This poster presentation will cover how implementation of an undergraduate research experience at a rural 4-year comprehensive university has retained students in STEM fields, including those from demographics underrepresented in STEM. Retention to graduation and post-graduation success are important considerations when implementing programs. The positive impact of these experiences is summarized. A brief presentation of the poster with a handout will be given, followed by discussion.

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**Poster Title Come on Down... The Price is Right for College**

Presenters Julie Flegal-Smallwood, Director of Accrediation, Redlands Community College, El Reno, Oklahoma  
 Eli Zucksworth, ALO, Institution Development/Athletics, Redlands Community College, El Reno, Oklahoma

Description Using a spin-off of The Price is Right, participants competed to see who had the most accurate "profile" of Redlands' student population, costs, and faculty composition. The game format provided a welcome respite from traditional beginning of semester in-service presentations. This engagement will also help craft "elevator speeches" for faculty and staff to use in community settings in the promotion of the college, as well as providing highlights for our upcoming accreditation visit in Oct 2020.

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**Poster Title**    **Comparison of Distance Learning and Classroom-based Student Evaluation of Teaching**

**Presenters**    Weizhong Tian, Assistant Professor, Mathematical Sciences, Eastern New Mexico University - Portales  
Kristi Jarman, Associate Professor, Mathematical Sciences, Eastern New Mexico University - Portales

**Description**    Student evaluations of teaching (SET) in the college/university can help instructors improve their teaching and enhance student learning, especially for distance learning students. In this poster, we will discuss different ways to use SET data to benefit classroom-based students and distance learners.

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**Poster Title**    **Assessing New Mexico Essential Skills**

**Presenter**    William Andersen, Professor of Physics, Physical Sciences, Eastern New Mexico University - Portales

**Description**    First results of the assessment of the New Mexico mandated essential skills in PHYS 1230 at Eastern New Mexico University are reviewed. Also presented are the results of prior assessments based on the Force Concept Inventory and other instruments.

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**Poster Title**    **Using Assessment to Improve Student Research Skills**

**Presenter**    Susan Bontly, Instructional Librarian, Library and Learning Technology, Doña Ana Community College

**Description**    As part of Doña Ana Community College's co-curricular assessment effort, our Library created two instruments to assess how students apply the information literacy skills being taught and evaluate the effectiveness of our sessions. We will explain the modifications that have been implemented based on the assessment and student feedback.

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**Poster Title**    **Lab Lessons: Online Design that Enhances Assessment of Non-Major Science Students**

**Presenters**    Kathryn Kloepper, Director of Research that Reaches Out, Associate Professor, Chemistry, Mercer University  
Marcia Owens Kloepper, Instructional Media Specialist, Center for Digital Learning, University of New Mexico - Albuquerque

**Description**    Strategic course design, including assignments, the course map, and student surveys, generates productive and useful feedback for both students and faculty. Perspectives from a professor and instructional designer are provided, and student data on learning, beliefs, and retention from three years of a fully online chemistry laboratory course are discussed.

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**Poster Title**    **Feedback: Self-Assessment and Reflection**

**Presenter**    Michael F. Shaughnessy, Professor, Educational Studies, Eastern New Mexico University - Portales

Description This poster will simply ask participants to reflect on the quality, quantity and types of feedback that they provide to students. A brief literature review of this topic will be provided and a list of feedback mechanisms and their underlying motivations will be available.

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**Poster Title Pre-service Teachers' Perceptions of Assessment**

Presenters Carolyn Hushman, Assistant Professor, Individual, Family, and Community Education, University of New Mexico - Albuquerque  
Glenn Hushman, Associate Professor, Health, Exercise and Sports Sciences, University of New Mexico - Albuquerque  
Tiara Johnson, Graduate Student, Individual, Family, and Community Education, University of New Mexico - Albuquerque

Abstract The purpose of this presentation is to discuss the results of a study looking at the relationship between pre-service teachers' perceptions of assessment in their role as students and their learning about classroom assessment as they prepare for their future role as a teacher.

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**Poster Title Assessment of Collaborative Inquiry-based on Learning for Cultural Inclusivity**

Presenter Linda Barril, Adjunct Faculty, Organization, Information and Learning Sciences, University of New Mexico - Albuquerque

Abstract Postsecondary online programs using a collaborative inquiry-based learning approach are particularly well-suited to developing the skillset required for contemporary professional work environments. Collaboration skills that highlight diversity awareness and cultural inclusivity can be developed through practice. Instructional design must include specific techniques that are bolstered by formative and supportive assessment.

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**Poster Title It's 10 a.m. Do you Know Where your At-Risk Student is?**

*This presentation is a result of the work completed in Summer 2019 at the New Mexico Higher Education Assessment Association Retreat*



Presenters Julie Flegal-Smallwood, Director of Accrediation, Redlands Community College, El Reno, Oklahoma  
Eli Zucksworth, ALO, Institution Development/Athletics, Redlands Community College, El Reno, Oklahoma

Description Keeping track of at-risk students, and in particular, fostering accountability for class attendance is among the strategies for improved retention. This poster focuses on the leveraging of social media, electronic tethering, reporting strategies, and "old school" paper-based interactions to foster academic success. At-risk students used "check-ins", faculty reported potential warning signs, and prescheduled meetings resulted in "knowing where students are" physically, mentally, and academically.

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**Poster Title**    **Integrated Reading/Writing Course**

*This presentation is a result of the work completed in Summer 2019 at the New Mexico Higher Education Assessment Association Retreat*



**Presenters**    Tanya Allred, Professor, English, New Mexico State University-Alamogordo  
Beth Grundhoffer, Associate Professor, English, New Mexico State University-Alamogordo  
Colleen Bond, Adjunct College Assistant Professor, English, New Mexico State University-Alamogordo

**Description**    Students often get stuck in the developmental pipeline. Three English faculty worked at the New Mexico Higher Education Assessment Association (NMHEAA) summer Retreat to develop an integrated reading/writing course to help retain students and get them through the developmental pipeline more quickly while still providing them with the necessary skills needed for success in college. Students enrolling in the new course will be tracked to ensure they are performing at least as well as peers who follow the regular developmental pathway.

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

**You are invited to attend a reception to mix and mingle with colleagues from around New Mexico -- and elsewhere!**

**Friday, February 28**

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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**

**Title**                    **New Mexico Higher Education Assessment Association Meeting**

**Board Members**    David Smith (President), Kathy Achen (President-Elect), Joel Dykstra (Past-President), Patrice Caldwell (Executive Secretary), Susan Wood (Past President and Conference 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. Meeting is open to the public.

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

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Location      **Alvarado A**

Session 5-1    **Purposefully Different, an Exploration of Practices within Interdisciplinary Graduate Leadership for Assessment and Retention of Unique Student Populations**

Presenters     Mari Noopila, Visiting Assistant Professor, Master of Leadership Studies, University of Texas at El Paso  
Areli Chacon-Silva, Program Chair, Master of Leadership Studies and Community Engagement, University of Texas at El Paso

Abstract        This presentation explores program, classroom and faculty practices within a graduate leadership program for assessment and retention of students. The panel will highlight contemporary trends within graduate classrooms and share ideas for meeting the needs of underserved and unique student populations.

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Location      **Alvarado B**

Session 5-2    **Increasing Retention by Using the iPad in the Classroom**

Presenter      Veronica Murga, Instructor, Mathematics, Doña Ana Community College

Abstract        To increase retention, come and find out how to use the iPad in the classroom to

- be more engaging/efficient
- increase classroom presence in your online class
- produce videos
- flip your traditional/hybrid class
- cover material when having to cancel a class

This presentation will model the steps I take to present material in class using the iPad. I will also go over the steps I take to record myself while using the iPad.

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Location      **Alvarado C**

Session 5-3    **Exploring Possibilities: Providing University Campus Visits for Middle School Students**

Presenters     Margo Collier, Associate Professor, Special Education, University of New Mexico -Albuquerque  
Rebecca Sanchez, Associate Professor, Teacher Education (TELP), University of New Mexico - Albuquerque  
Karla K. Kinglsey, Associate Professor, Teacher Education (TELP), University of New Mexico - Albuquerque

Abstract        First-hand experience of touring a university campus, engaging in interactive arts and science presentations, and visiting departments introduces middle-school students to potential academic pursuits and future careers. This session describes a campus tour of art and science programs, including art education, architecture, theater, visual arts, biology, print-making, chemistry, and engineering.

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Location **Alvarado D**

Session 5-4 **Why Do They Stay?**

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

Abstract Often, we focus on why students leave in order to develop interventions to prevent attrition. Dr. Vincent Tinto has suggested that colleges should have models of persistence to guide efforts to enhance persistence. This presentation will describe a qualitative study that involved a series of interviews with students who persisted at a military junior college.

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Location **Alvarado E**

Session 5-5 **Evidence of CURE improving Freshman Students' Concept Learning**

Presenter K. Joseph Ho, Director of Chemical Education, Chemistry and Chemical Biology, University of New Mexico - Albuquerque

Abstract Undergraduate Research is a high-impact practice for college students' retention. This presentation provides direct evidence from a General Chemistry Lab at the University of New Mexico-Albuquerque to show a significant increase of concept gains due to the incorporation of course-based undergraduate research experience (CURE).

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Location **Alvarado F**

Session 5-6 **Teacher Residency: The Need for Clear Navigation and Support Systems**

Presenters Marjori Krebs, Professor, Teacher Education, Educational Leadership and Policy, University of New Mexico - Albuquerque  
Cheryl A. Torrez, Professor, Teacher Education, Educational Leadership and Policy, University of New Mexico - Albuquerque

Abstract Teacher Residencies are on the rise. The University of New Mexico-Albuquerque's Teacher Residency Program begins Cohort 3 in summer 2020. While we are making great strides forward, we have also encountered issues along the way. We share our findings, so we can all move forward in supporting the students and schools in New Mexico.

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Location **Alvarado G**

Session 5-7 **Increasing Latino Student Retention through Civic Engagement**

Presenter Monica Kowal, Associate Dean, Community Engaged Learning and Research, University of New Mexico - Albuquerque

Abstract This presentation highlights how Latino retention and success is fostered by tying Latino scholarly identities to civic or political socialization and engagement with their home communities while in college and argues that civically-engaged Latino students make greater scholastic progress during their high school and college experiences. How might colleges

increase retention through curricular and co-curricular service-learning and community engaged research opportunities for Latino students?

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Location **Alvarado H**

Session 5-8 **Supporting New Teachers: WNMU Alternative Licensure Mentor Program through Teacher Residency**

Presenters Debra Dirksen, Associate Dean, School of Education, Western New Mexico University  
Bill Risdon, Program Manager/Assistant Professor, School of Education, Western New Mexico University  
Jill Hare, Master Teacher/Mentor, School of Education, Western New Mexico University  
Laura Lynne Brown, Master Teacher/Mentor, School of Education, Western New Mexico University  
Kristina Kenegas, Master Teacher/Mentor, School of Education, Western New Mexico University

Abstract The WNMU College of Education’s newly implemented teacher in residency program places master educators in the classroom to provide support and training for new Alternative Licensure teachers. Funded by a NMPED grant, this program’s mission is the success and retention of first- and second-year New Mexico rural teachers. An informational presentation of the program’s structure will include an overview of the teacher observation process and examples of mentor guidance and support. Following the presentation, Associate Dean of Education Debra Dirksen, Program Lead, Assistant Professor Bill Risdon, and Master Teacher Mentors will conduct discussion and question and answer opportunities to include grant details, academic requirements, and future program objectives.

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Location **Fireplace Room**

Session 5-9 **“Tackling Attrition in a Rural 2-year HSI Adaptive Case Study”**

Presenters Marlene Chavez-Toivanen, Associate Professor, Mathematics, New Mexico State University - Grants  
Karen M. Henry, Associate Professor, Computer Science/Creative Media, New Mexico State University - Grants

Abstract New Mexico State University - Grants conducted a research study to identify obstacles to freshman student success and persistence using student demographics, course analysis, and student and faculty surveys. The results of the study disproved many of the long-held campus beliefs and may challenge what you think you know about your students and campus.

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Location **Turquoise Room**

Session 5-10 **Designing a second year Electrical Engineering Course with Continuous Assessment based on Random Sampling**

Presenters John Patrick, Instructor, Mathematics and Statistics, Doña Ana Community College

Muhammed Dawood, Klispch School of Electrical Engineering and Computer Engineering, New Mexico State University - Las Cruces

**Abstract** The use of Instructional System Design providing continuous assessment will be describer. Using continual assessment provides precise use of time, help students manage their study, and build in continuous course improvement. Several graphical forms will be presented for providing feedback. Feedback using random sampling of student progress is critical. Techniques and statistical forms will be illustrated. There will be a question and answer opportunity. Handouts will be available.

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

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**Location** **Alvarado A**

**Session 6-1** **Jigsaw Classroom: Three Steps to Student Learning + A Formative Assessment**

**Presenters** Soledad Garcia-King, Director, Teaching and Learning Center, University of New Mexico - Valencia  
Julia W. So, Associate Professor of Sociology and Chair, Social Sciences Division, University of New Mexico - Valencia

**Abstract** Participants will experience a simulation of the jigsaw classroom and discuss how to apply the concept to their classroom, while playing the role of student “expert” groups. Not only will they find out how to ensure students complete their reading assignment, but also to assess students’ understanding of the reading.

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**Location** **Alvarado B**

**Session 6-2** **Graduate Level Academic Assessment: Designing Variables and Tools**

**Presenters** Julie Sanchez, Director, Office of Assessment, University of New Mexico-Albuquerque  
Eva Rodríguez-González, Assistant Dean-Assessment, College of Arts and Sciences, University of New Mexico - Albuquerque

**Abstract** As graduate level academic programs document their use of student learning evidence in assessment program reports, it is important to examine different criteria, methods and tools that are being constructed in a way that is meaningful and feasible. This session will address the following questions: 1) how can we demonstrate continuous improvements that meet the needs and career goals of graduate students and 2) what are examples of current practices for graduate assessments in peer institutions?

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**Location** **Alvarado C**

**Session 6-3** **Coding is Not Only for Nerds!**

**Presenter** Gus Pina, Associate Professor, Computer and Information Technology, Doña Ana Community College

Abstract #BEYONDCODE STEAM is more than coding and tech. Come and learn about how to effectively integrate coding into your curriculum. This is a hands-on workshop using the Sphero EDU robotics platform. This session will empower you to build a culture of innovation and focus on active learning. Active learning refers to the idea that students are actively engaged in the learning process, rather than passively absorbing content. Active learning can begin to give classrooms and students those creative opportunities and increase student participation, engagement, and retention. Strategies from this session will empower you to become innovative to create a culture of active learners.

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Location **Alvarado D**

Session 6-4 **Alpine I and Alpine II: Practices toward Recruitment and Retention in Northern New Mexico**

Presenters Alexis A. Domme, Director, Teacher Education, San Juan College  
Pat Swope, Mentor, Teacher Education, San Juan College

Abstract In this presentation, we will provide examples of our proposal to NMPED (the response to an RFA) where we aim to recruit and retain teachers in Northern NM in Project Alpine I and II. Project Alpine II is the iteration that expands this full funding to students in four districts from the prior two districts and extends the reach to a wider regional area. Discussion points will be the proposal, the teams involved, the challenges faced with recruitment/retention, the budget, and the marketing.

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Location **Alvarado E**

Session 6-5 **Implementation of an Evaluation/Strategic Planning Hybrid Model for Administrative/Co-curricular Assessment at the University of New Mexico - Albuquerque**

Presenters William Slauson, Assessment Specialist, Office of Assessment and Academic Program Review, University of New Mexico - Albuquerque  
Charla Orozco, Institutional Researcher, Office of Assessment and Academic Program Review, University of New Mexico - Albuquerque  
Lisa Montoya, Program Specialist-Academic Communities, University of New Mexico – Albuquerque  
Kiana R. Alvarez, Professional Support Intern, University of New Mexico - Albuquerque

Abstract The University of New Mexico - Albuquerque has recently shifted to an evaluation/strategic planning hybrid administrative/co-curricular assessment model. This offers additional flexibility while encouraging goal setting and purposeful planning for its users. This presentation will review the University of New Mexico – Albuquerque’s assessment history, planning, and implementation and provide a co-curricular example using the new process.

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Location **Alvarado F**

Session 6-6 **Developing a Conceptual Framework for Assessing PCK**

Presenter Dhimitraq Duni, Assistant Professor, Mathematical Sciences, Eastern New Mexico University - Portales

Abstract      Assessing pedagogical content knowledge (PCK) is a very elusive endeavor to attempt in mathematics education. This presentation will analyze previous models as well as introduce the process and research that went into the development of a new conceptual model for analyzing PCK of middle school mathematics teachers.

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Location      **Alvarado G**

Session 6-7    ***Give Peace a Chance: Compassion-Based Pedagogy as Retention Strategy***

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

Abstract      As colleges and universities across New Mexico push for increasing student retention, professors are being asked to consider their own contributions to their institutions' retention rates. What specific instructional practices increase retention? This session presents compassion-based techniques aimed at retention that are free, low-tech, and simple to implement in face-to-face and online classes.

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Location      **Alvarado H**

Session 6-8    **Critical Collaborations: Assessing the impact of the Library and the Writing Center Alliance on Student Engagement and Retention at New Mexico State University - Grants**

Presenters     Stephen Hocker, Writing Specialist, Title V-Writing Center, New Mexico State University -Grants  
Elan M. Delgadillo, Library Specialist, Library, New Mexico State University - Grants

Abstract      This presentation addresses the collaboration between the Library and the Writing Center. The ability to assist diverse students in the acquisition of information while respecting cultural differences and indigenous knowledge is critical to student retention. Using theoretical insights from the field of critical information literacy and learning, we assess the impact of a Title V writing center on the retention of Native American and Hispanic students.

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Location      **Fireplace Room**

Session 6-9    **Active Learning for Teaching Advanced Data Analytics and Logical Function In Excel: Remembering, Understanding and Applying**

Presenters     Rajaa Shindi, College Assistant Professor, Accounting and Information Systems, New Mexico State University - Las Cruces  
Yanin Sanchez, Student, Marketing Department, New Mexico State University - Las Cruces

Abstract      Active learning is a powerful pedagogy. Active learning aims to increase student engagement and help students move beyond information gathering as a primary takeaway from class to understating and applying their knowledge. Evidence points to an increase in student's understanding of the concepts using active learning; it often requires activities that take classroom time. Finding a sense of balance between coverage and active learning is particularly challenging. So, what to do? I have developed a series of activities that can be implemented, within a 10 to 15-minute window during a lecture.

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

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Location **Alvarado A**

Session 7-1 **Retention and Assessment Challenges of Former Inmates**

Presenter Steve Nance, Instructor, Public Services Department, Doña Ana Community College

Abstract Training and education prepare former inmates to be productive members of their communities. Former inmates are entering community colleges vocational programs, and four-year college programs. This session addresses the prison culture that former inmates have lived and the differences in norms from a free society and the challenges to retention and assessment.

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Location **Alvarado B**

Session 7-2 **Getting - and Holding - Student Engagement for Improved Retention**

Presenter Niki Mott, Instructor, English, Doña Ana Community College

Abstract Teacher encouragement, a sense that “the teacher cares about me,” has been noted as one of the factors that influences all students, especially first-generation and second-language learners. This interactive workshop demonstrates exercises to help students engage with you, each other, and course materials. Using universally applied methods, it models ways to create a compelling environment where students connect to instructors and peers, staying engaged and enrolled - through graduation.

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Location **Alvarado C**

Session 7-3 **The Recruitment, Enrollment, and Retention Plan (RERP) Report: The Strategic Plan in Action - Implementing the Recruitment, Enrollment and Retention Plan at New Mexico State University - Grants Campus**

Presenter Kathleen O’Connor, Associate Professor, Student Success Committee, New Mexico State University - Grants

Abstract The Student Success Committee at New Mexico State University - Grants was given a directive to create an action plan for every program across the campus. This plan had to link to the Strategic Key Performance Indicators and make transparent program efforts toward Student Recruitment, Enrollment and Retention. RERP Reports have become a method of assessment of programs at the New Mexico State University - Grants campus. The process and progress of this directive will be discussed.

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Location **Alvarado D**

Session 7-4 **Invitation to Talk Essential Skills**

Presenter Patricia Seitz, Sociology, Central New Mexico Community College

Abstract The New Mexico Higher Education Department has identified five essential skills. The session first offers a short overview of the pilot effort to measure these skills in three content areas at CNM. Next, the audience is invited to share strategies, successes and challenges for essential skills assessment and curriculum.

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Location **Alvarado E**

Session 7-5 **Measuring the Success of Work-Based Learning Experiences in Career and Technical Education**

Presenter Cindy Miller, Assistant Professor of Career and Technical Education, Educational Studies, Eastern New Mexico University - Portales

Abstract Perkins V allows states to use work-based learning as one possible indicator of a high-quality career and technical education (CTE) program. However, Perkins V asks that states measure the effectiveness of work-based learning opportunities provided for secondary and post-secondary students as it relates to the training they receive in a particular CTE program. To address this requirement, CTE programs may need different or additional measures beyond student learning outcomes to assess work-based learning experiences. Such measures can assess/evaluate the success of work-based learning programs for students and industry partners by helping identify the areas of strength and areas that need improvement (e.g. training in employability and technical skills).

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Location **Alvarado F**

Session 7-6 **Impromptu New Mexico State University-Las Cruces Support Group: An Initiative Aiming to Help Community Cope With El Paso Shooting**

Presenter Sergio Madrid, Doctoral Student, Special Education, New Mexico State University - Las Cruces

Abstract In light of recent events, the Counseling Services staff at New Mexico State University - Las Cruces extended an unexpected support group to retain not only the "Pasoans" students (4,225 students) but the whole Hispanic community (i.e. more than 40 % of New Mexico State University-Las Cruces student population) to helping them cope with the effects of the El Paso shooting. This is the oral history of the counselors and participants of these support group's meetings dealing with issues of community violence, trauma response, and managing anxiety.

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Location **Alvarado G**

Session 7-7 **Academic Success Driven by Brain Research**

Presenter Yugal Behl, Retired Faculty, Math, Central New Mexico Community College

Abstract For more than ten years, I have tried to implement brain-friendly teaching and learning strategies. In this presentation, I will share the challenges that I faced and how they impacted the actual implementation. And finally, I will share some results on student retention and success and critique them.

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Location **Alvarado H**

Session 7-8 **Aspiring Second-Career Teachers in Graduate Education Programs: Practices for Recruiting, Transitioning and Retaining Candidates**

Presenter Ramona A. Hall, Professor, Education, Cameron University, Lawton, Oklahoma

Abstract With the number of emergency and alternatively certified teachers on the rise, it is imperative that graduate-level teacher preparation programs maximize best practices for recruiting and retaining second-career teachers. This presentation will highlight factors that are deeply relevant for designing and delivering programs that not only facilitate the orientation and transition of this population, but also enhance the odds of retaining second-career teacher candidates in graduate programs.

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

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**Post-Conference Workshops**

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

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**Workshop 1 (\$20)**

Location **Alvarado A**

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

Facilitator Debby Knotts, Executive Director Extended Learning, University of New Mexico -Albuquerque  
Ken Dvorak, Director, Center for Distance Learning, Northern New Mexico College

Abstract This workshop is the third annual meeting for the New Mexico State Authorization Network (NM-SAN). Alicia Armijo, New Mexico SARA Coordinator NM HED will attend and provide important updates regarding SARA. Attendees will discuss needs and concerns relating to state authorization.

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## Workshop 2 (\$20)

Location **Fireplace Room**

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

Facilitator Brittany Babycos, Sr. Institutional Researcher, University of New Mexico - Gallup

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 **Alvarado B**

Title **Mastery of Learning through student videos**

Facilitator Sarah Balizan, Associate Professor, Science Department, Doña Ana Community College and Apple Educator

Abstract Bring your iOS device and learn the tips and tricks to unlock the power of a personalized iPad. Microsoft 365 will be covered along with iOS settings and accessibility features. Learn how to use your iPad like an extension of your desktop and more! This workshop will cover how to help students submit assignments through iOS mobile devices, create assignments and move paper assignments to digital creative assignments.

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## Workshop 4 (\$20)

Location **Alvarado C**

Title **Educators at the Forefront: The Teacher Residency Model for Educator Development**

Facilitators New Mexico Public Education Department and University of New Mexico - Albuquerque Teacher Residency Partnership (ATRP)

Abstract The purpose of this workshop on Teacher Residency Models is to bring together educators from institutions of higher education across the state that have developed and implemented teacher residency programs. This workshop will provide perspectives from educators who have worked within a residency model and they will share the positive impacts their programs are making in New Mexico. The workshop will include ideas on how to develop and implement teacher residency models; some institutions secured external funding from national foundations and others received funding from the NM Department of Public Education. This session will also provide participants with ideas on how they can create clinical models that provide more experiences working directly with students in classrooms and how residents can receive intensive mentoring from mentor teachers and from college/university faculty who supports teacher residents with coursework, supervision, and mentoring.

**Special Thanks to**

**Cristine Watson, NMHEAR Registrar – Eastern New Mexico University-Portales**

**Nathaniel Munoz, Technical Support – Doña Ana Community College**

**Rod Santos, Technical Support – Doña Ana Community College**

**Denise Lilley, Administrative Support – Doña Ana Community College**

**2021 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 25 and 26, 2021

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



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



Where: Ruidoso, NM  
When: May 31 through June 3, 2021

\$2,650 for a four-person team if registered before April 30<sup>th</sup>

Each additional team member will be charged at an individual rate of \$ 700.00 per person.

Fee includes registration, lodging and most meals for a team of four.

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

Contact Susan Wood, Retreat Director, at [swood@dacc.nmsu.edu](mailto:swood@dacc.nmsu.edu) for details

or visit the Website:

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