New Mexico Higher Education Assessment and Retention Conference 2020

Thursday, February 27

Conference Registration
7:30 a.m. – 4:00 p.m.

Pre-Conference Workshops
Thursday 8:30 a.m. – 11:00 a.m.
[Break at 9:45 – coffee and light snack served]

Workshop 1 ($60)
Location  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, they 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.

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

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.

<table>
<thead>
<tr>
<th>Location</th>
<th>Session 1-1</th>
<th>Garbage in/Garbage out: Quantitative Data Collection Challenges in Higher Education Retention Research</th>
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</table>
|          | 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. |

<table>
<thead>
<tr>
<th>Location</th>
<th>Session 1-2</th>
<th>Juggling Modalities to Support Student Learning and Retention: Western New Mexico State University Humanities “Fusion” Courses</th>
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</table>
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 rises, we have made Humanities majors and minor coursework available fully 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.

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, a university admitted a cohort of thirteen students conditionally in year two of a retention program. This 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.

Location
Alvarado F

Session 1-6
Student Overboard! Throwing Out a Life Line
This presentation is a result of the work done 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, ALO, 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.
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 & measurement devices. This presentation’s purpose is to provide training on how to design & develop lesson plans, measurement devices to ensure rigor, validity, and course mapping required to meet course learning objectives (CLO’s) & program student learning outcomes (PSLO’s) as required for the curriculum assessment process.

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

**Presenter**  Kathryn Kloepper, Director of Research the 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 >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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Session 1-9  
**Creating an Environment of Nonviolence in the Classroom**

**Presenter**  Vickie Aldrich, Faculty Emeritus, Mathematic 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 power points here. Participants will take part in 3 activities; a community builder, a reflective/release valve, and a listening one. There will be a couple of handouts and time for discussion.

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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.

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 rides on industries that offer middle- and high-skilled jobs and pay life-sustaining wages. All of the Governor’s target industries ride 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 well aligned to college completion points give colleges and universities have a steady stream of future students ready to finish what they started.

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 to get feedback in addition to the feedback provided by the instructor through detailed grading rubrics. Also, students get to facilitate debates. Retention is a good indicator of how many students come back for their next semester and how long it takes them to complete a degree. Retention and assessment go hand in hand because a course that offers assessments that are sequences, 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 to stay on track.

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. This presentation is about encouraging growth mindset within students.

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 to improve – including efficiency, timely completion and quality reporting – academic program review. We met users where they were, enhanced communication and guidance, and avoided costly new software and subsequent training.

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 means of 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.

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 in assessment from 2013 to 2019 state 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.

**Location**  
Fireplace Room

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

**Presenters**  
Cindy Benge, 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.

**Location**  
Turquoise Room

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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 college and the obstacles for faculty to pursue them including pay structures, job descriptions and inaccurate perceptions. We will discuss the benefits of research experiences and what makes community college 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.

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Break – Networking Opportunity  
3:00 p.m. to 3:30 p.m.
Session Three
Thursday  3:30 p.m. – 4:15 p.m.

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.

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.

Location    Alvarado C

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

Presenter    Germain Degardin, Program Specialist, SOAR Evaluation and Policy Center, College of Education, 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.
Session 3-4  Developing General Education Program Review at the University of New Mexico-Albuquerque

Presenter  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.

Session 3-5  Town Hall with Dr. Jillian Kinzie

Presenters  Dr. Jillian Kinzie

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

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 retention in students. The tool produces daily student engagement data that can be used to better instructional practices. Geared towards educators from all levels, looking for a way to measure students’ engagement, or in search of a student engagement measurement tool to share with others.

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

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

**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.

**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.

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.

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 will entail an interactive discussion of how group work and interactive class discussion, flipped class room 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.

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

Presenter 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.

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.

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
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.

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.
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.

**Location**  
Alvarado G

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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 in 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.

**Location**  
Alvarado H

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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 started at the New Mexico Higher Education Assessment Association Summer Retreat*

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

**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 identified male career patterns and subsequently, this standard is often used to measure women's experience. This practice can lead to the conclusion that women's approach to mentoring is deficient/inferior in some way.

**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.

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

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

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

**Abstract**
The 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.

**Poster Title**  **Come on Down... The Price is Right for College**
Presenter
Julie Flegal-Smallwood, Director of Accreditation, Redlands Community College, El Reno, Oklahoma
Eli Zucksworth, ALO, Institution Development/Athletics, Redlands Community College, El Reno, Oklahoma

Abstract
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.

Poster Title
It's 10 a.m. Do you Know Where your At-Risk Student is?
This presentation is a result of the work started at the New Mexico Higher Education Assessment Association Summer Retreat

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

Abstract
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.

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

Abstract
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.

Poster Title
Assessing New Mexico Essential Skills
Presenters William Andersen, Professor of Physics, Physical Sciences, Eastern New Mexico University-Portales

Abstract 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.

Poster Title Using Assessment to Improve Student Research Skills

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

Abstract 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.

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

Abstract 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.

Poster Title Integrated Reading/Writing Course

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

Abstract Students often get stuck in the developmental pipeline. Three English faculty worked at the New Mexico Higher Education Assessment Association (NMHEAA) 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.

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**Poster Title** Feedback: Self-Assessment and Reflection  
**Presenter** Michael F. Shaughnessy, Professor, Educational Studies, Eastern New Mexico University-Portales  
**Abstract** This poster will simply ask participants to reflect on the quality and quantity and types of feedback that they provide to students. A brief literature review of this topic will be available 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.
Thursday Evening
5:30 p.m. – 7:00 p.m. North Atrium

You are invited to attend a reception

sponsored by

Friday, February 28

Conference Registration
7:30 a.m. – 1:00 p.m.

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.

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.

Location  Alvarado B

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

Presenters  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.

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.

Location  Alvarado D

Session 5-4  Why Do They Stay?

Presenters  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.

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

**Presenters**  
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).

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.

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?
Supporting New Teachers: WNMU Alternative Licensure Mentor Program Through Teacher Residency

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 NM PED 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 answer questions that address opportunities to include grant details, academic requirements, and future program objectives.

Tackling Attrition in a Rural 2-year HSI Adaptive Case Study

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.

Designing a second year Electrical Engineering Course with Continuous Assessment based on Random Sampling

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 described. 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.

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.

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?

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.

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.

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.

Location  Alvarado F

Session 6-6  Developing a Conceptual Framework for Assessing PCK
Presenter  Djimtraq 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.

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.

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.

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.

<table>
<thead>
<tr>
<th>Location</th>
<th>Session 7-1</th>
<th>Retention and Assessment Challenges of Former Inmates</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Presenter</td>
<td>Steve Nance, Instructor, Public Services Department, Doña Ana Community College</td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td>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.</td>
</tr>
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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.

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.

Location  Alvarado D

Session 7-4  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).

Location  Alvarado E

Session 7-5  Leveraging Multimodal Literacies to Promote Healthy Relationships with Reading and Writing Across Disciplines.

Presenters  Miles Harvey, Teacher Educator, University of New Mexico-Albuquerque COE, University of New Mexico-Albuquerque and Albuquerque Public Schools
Adrianna Deuel, 7th ELA Teacher, Language Arts, Albuquerque Public Schools

Abstract  How can we use technology and multimodality to help forge stronger student relationships with literacy across academic disciplines in post-secondary learning institutions? This presentation will explain why it’s important to provide students with unique perspectives that can lead to innovative outcomes early on in their academic programs. This presentation will highlight certain technological tools that schools can adopt to meet the needs of their learners.

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.

Location Alvarado G

Session 7-7 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.

Location Alvarado H

Session 7-8 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.

Location Fireplace Room

Session 7-9 Academic Success Driven by Brain Research

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

Post-Conference Workshops  
Friday 1:00 p.m. – 2:30 p.m.  
(Registration is required)

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.

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.

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.

Workshop 4 ($20)

Location  Alvarado C

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

Co-Sponsors  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
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Contact Susan Wood, Retreat Director, at swood@dacc.nmsu.edu for details

or visit the Website:
http://www.nmsu.edu/NMHEAR/retreat.php