Our Report to the Community

Our 1994 Report to the Community is the strategic plan for Doña Ana Branch Community College. This plan embodies the vision for your community college. It reflects the input of more than a hundred community participants in addition to the community college advisory board, alumni, students, faculty, and staff. It sets forth the issues that challenge us and the goals we have developed to meet those challenges.

The primary challenge—our primary mission—is to educate the workforce of Doña Ana County. Through our role in workforce development, we contribute to a better life for each of our students, to the community's well-being, and to the economic development of the area. All components of the community college—certificate and associate degree programs, community education, and adult basic education—contribute to our primary mission of workforce development.

The community college plays a pivotal role in Doña Ana County. We welcome the opportunities for local partnerships to strengthen the educational and economic opportunities for all our constituents.

James L. McLaughlin, Ed. D.
Campus Director
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ISSUE  Workforce development is the primary mission of Doña Ana Branch Community College. We were established in 1973 for the purpose of workforce training in Doña Ana County. In the emerging global economy of the nineties, a technically trained workforce is critical to the economic development of our community. Educating people as skilled technicians is the contribution of the community college to the future of Doña Ana County.

GOALS  Provide multiple educational pathways to employment and to further education for our citizens who have varied career and personal objectives.

Collaborate with business, industry, and governmental agencies to identify current and projected workforce needs and respond with appropriate educational and training solutions.

Continue and expand programs that prepare a well-educated workforce for long-term economic competitiveness.

Collaborate with other government and private initiatives to support regional economic development.

Address the bilingual communication needs of the border region.
STRATEGIES AND ACTIONS

- Lead the effort in tech prep and other school-to-work initiatives with local school districts.
- Cooperate with other institutions, the public schools, and the university to provide a seamless curriculum through all levels of technical education.
- Develop methods for analyzing and forecasting the local labor market to better match our training programs to its needs.
  - Encourage program advisory committees to participate actively and substantively in instructional programs.
  - Maintain and continually improve curriculum and faculty expertise to stay current with, and relevant to, the workplace.
- Develop programs that meet the short-term needs of employers.
- Expand customized training services to react quickly to identified training needs of local business, industry, and government.
- Position new programs to support light manufacturing, agricultural processing, business services, space technology, and other targeted industries.
- Promote the creation and expansion of small businesses within the area.
  - Extend SBDC services to all satellite locations of the college.
- Become an active partner and leader in collaborative ventures such as the International Consortium for Economic and Educational Development, Camino Real Economic Alliance, Doña Ana Regional Network, Mesilla Valley Economic Development Corporation, and others.
- Expand the variety and frequency of Spanish-language training opportunities in both career and community education programs.
  - Expand the scope of ESL instruction within the community college.
  - Provide certification of bilingual competency in occupational programs.
Quality Graduates, Excellence In Technical Training

ISSUE

To be a productive member of society and a contributing member in the economy, a technician must have not only technical skills but also academic, communication, interpersonal, and critical thinking skills. Our mission is to provide, in addition to the job-specific training that employers ask for, the education that enables our graduates to learn how to learn, to be flexible and adaptable employees, and to hold secure jobs in a highly technical economy. We are challenged to integrate all these skills into our educational curriculum. We must continue to provide access to all students, adding value through the educational process, to make them excellent workers in a technical economy.

GOALS

Define our college’s effectiveness through the satisfaction and success of our students.

Focus each program’s intended student outcomes on the skill standards—critical applications of knowledge and competencies in academic, technical, and interpersonal domains—required in industry.

STRATEGIES AND ACTIONS

- Implement outcomes assessment throughout the community college.
  - Develop a review procedure to evaluate each program periodically and assess its curriculum in relation to desired student outcomes.
  - Use the results of outcomes assessment to stimulate improvements within each program.
- Identify national skill standards models that are adaptable for local implementation and encourage local employers to adopt similar skill standards.
- Guarantee the skill standards of associate degree students.
  - Assess each student prior to graduation and upon initial employment on skill standard competencies.
- Graduate students with strong basic skills, a work ethic, and a commitment to quality and teamwork.
  - Ensure that all graduates have the skills to find and maintain employment in a changing economy.
  - Train all students in job-search and job-maintenance skills.
  - Provide on-the-job experience through cooperative education or internships.
- Provide practical employability, living, and survival skills so that all students can participate more fully in society.
- Establish a college-wide curriculum committee to initiate and review curriculum.
ISSUE

Our mission of workforce development in the last decade of this century focuses on the technical programs leading directly to employment. However, we also have a responsibility to our constituents to cooperate with other institutions to assure that education at all levels follows a pathway to a better life. This obligation has at least three components: one is to function as an entrance to the higher education system; another is to provide comprehensive services to our students; the third is to ensure a pathway to further education and training.

GOALS

Offer general education in support of community college programs.

Provide a starting point in higher education for students who would not otherwise have this opportunity.

Provide better articulation and transfer opportunities for community college graduates.

STRATEGIES AND ACTIONS

• Provide lower-division general education courses that are required in associate degree programs and appropriate for students preparing for admission to New Mexico State University.
  - Identify and develop DABCC courses that have relevance beyond the occupational curriculum and submit them for acceptance as general education courses university-wide.

• Work with other institutions of higher education in New Mexico to provide better transfer and articulation opportunities for community college students.
  - Encourage the establishment of a university articulation committee; meet with NMSU and other regional university departments to establish specific 2 + 2 articulation agreements.
  - Provide academic coursework for students at all levels that articulates with further coursework.

• Provide a full range of student services at the community college, coordinated with analogous services on the NMSU main campus.
  - Provide a complete admissions and registration function.
  - Establish a full-service financial aid office.
  - Link co-op and placement with all programs and services of the college.
  - Establish an academic advisement center.
ISSUE  Our image is best defined by our external community, and our community is, in general, confused about our image. A principal reason for this is our rather unusual position as a branch college located on the main campus of a university. In Doña Ana County, and especially in Las Cruces, we lack an identity as an institution separate from the university. Our constituents are not fully aware of the advantages that a community college offers them, especially its ability to respond to their unique, local educational needs. A challenge for the community college is to establish its leadership role in workforce development.

GOALS  Project workforce development as our primary mission.

Build a distinct community college identity that conveys a positive image to students and the community.

Involve and vest the community more in the community college.

Promote the value of the associate degree within the community.

STRATEGIES AND ACTIONS

- Create a higher profile in the community through more extensive marketing of our services.
  - Develop and implement a comprehensive marketing plan.
  - Establish a professional marketing and public relations staff position.

- Develop more channels of communication between the community college and the public. Cultivate closer linkages with the community, local businesses and industries, and alumni and increase their involvement with, and commitment to, the college.
  - Create a citizens council to exchange information, offer suggestions, and provide other input.

- Devise strategies to acquaint community leaders and the general public with the community college campus and mission.

- Ensure appropriate college representation in community organizations.
 ISSUE

Doña Ana Branch Community College is an organization of people helping people. The personal, caring environment for students is a resource that we want to preserve even as we grow and our structure changes to a multi-campus institution. We value the diversity of our staff and student body, in talents and background, as well as in ethnicity. We strive to provide a learning environment that challenges and supports both our staff and students.

 GOALS

Recognize the life situations of our students and staff and attempt to adapt the learning environment to them.

Provide a college environment that supports the professional development of all employees and encourages them to be involved in student success.

Improve opportunities for participation and success of minorities and women in all aspects of college.

Expand and enhance the professional qualifications of faculty and staff.

 STRATEGIES AND ACTIONS

- Seek parity with our service area in the ethnic composition of our student body by using peer recruiters and implementing special bridge programs and other target-market strategies.
- Balance gender representation of students in all instructional programs.
- Improve internal communications.
  - Revamp college committee structure to enhance the contributions of faculty in the shared governance of the college.
  - Cultivate a quality improvement approach in all community college services and products.
- Attract more minorities into faculty positions to achieve parity with our service area’s ethnic composition.
  - Create a training and development program for potential minority faculty members.
- Renew and restructure professional development to expand growth opportunities for all employees.
- Improve assessment of individual faculty development needs, particularly in the first year, for both full- and part-time faculty.
  - Expand orientation, development, and mentoring activities for part-time faculty.
- Review job classifications and salary equity in staff positions that have high turnover or are undercompensated.
ISSUE We are out of space. Dramatic enrollment growth between 1987 and 1993 have filled and overfilled the space available on our central campus in Las Cruces. We have temporarily alleviated the space crunch through cooperative arrangements with NMSU, Gadsden Independent School District, and Las Cruces Public Schools. In fall 1995, a classroom and student services addition, funded through student revenue bonds and state general obligation bonds, will be ready. However, increasing population, expanded program offerings, and a greater role for DABCC in workforce training all point to steadily increasing enrollments throughout the next decade, creating the need for more facilities.

GOALS Provide facilities to meet current and projected enrollment demands and program requirements. In deciding on facility locations, we will optimize collaboration and cooperation with NMSU and local school districts, attempt to establish a distinct identity for the community college, and provide convenient access for the population centers of our service area.

Fund construction of facilities in phases through a combination of local bonds and state appropriations.

STRATEGIES AND ACTIONS

- Expand the central campus in Las Cruces to its capacity.
  - Complete construction of the classroom/student services addition provided through the 1992 state general obligation bond and the student revenue bond.
  - Construct a health and public services complex on the central campus in Las Cruces.

- Construct and expand satellite centers to provide occupational, general, developmental, community, and adult basic education in remote areas of Doña Ana County (border, southern, northern) and in Las Cruces, with projects prioritized and phased according to area needs.
  - Construct a satellite campus located in the border area of the county to serve Sunland Park, Santa Teresa, and other communities nearby.

- Establish a permanent campus for the Gadsden Education Center in the Anthony-Chaparral area.

- Build a satellite campus in the northern area of the county as soon as a critical mass of population makes it feasible.

- Construct a satellite campus in Las Cruces that will become the central campus in the mid- to long-term.

- Establish a reasonable rate of taxation that generates capital funding over 12 years through periodic elections for renewal of bonds. Tax rates would remain constant.

- Request matching capital funding through the State Legislature from general fund appropriations, the severance tax fund, or lastly, state general obligation bonds.
Mission Statement

The essence of Doña Ana Branch Community College is people. Committed to providing quality educational opportunities, the community college offers a supportive atmosphere emphasizing student success and the need for continued learning. Every effort is made to remove geographic, economic, and cultural barriers to higher education. We offer instruction leading to occupational certificates and associate degrees, and preparation for further academic work.

Specifically, the mission of the community college is incorporated into the following six purposes:

- To provide students with vocational/technical education opportunities leading to economic independence in the community. We offer training for employment, retraining, and upgrading for occupational and career development.
- To provide developmental studies to help students develop self-confidence and perform successfully in their chosen academic or occupational fields of study.
- To provide occupational training for high school students under agreement with area independent school districts.
- To provide educational services under contract with local business, industry, and government in support of economic development.
- To provide free access to adult basic education programs for those who have not completed high school or who wish to improve their personal skills. We offer high school equivalency, English as a second language, functional literacy, and citizenship assistance.
- To provide community service and continuing education programs in response to the needs of the community. We offer short courses, workshops, and seminars of an enrichment or occupational nature throughout the area.

Doña Ana Branch Community College is accredited by the North Central Association of Colleges and Schools and by the New Mexico State Department of Education. We are an institution providing equal access for all persons regardless of race, sex, age, religion, national origin, or handicap.