

Assurance Argument

New Mexico State University-Dona Ana Community College

Review date: 3/25/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Introduction

Doña Ana Community College (DACC) is a two-year public community college founded in 1973 as a result of a collaboration between New Mexico State University (NMSU) and the three school districts in Doña Ana County (Gadsden, Hatch, and Las Cruces) to meet the postsecondary vocational-technical education needs of the County. Initially, Doña Ana County Occupational Education Branch of New Mexico State University (DACOEB) held classes and training programs on the campuses of NMSU, Mayfield High School, Gadsden High School, and Hatch High School until facilities were built on 15 acres adjacent to the NMSU campus. The institution's name was officially changed to Doña Ana Community College in 2006 and DACC became independently accredited in 2008.

DACC is a Hispanic Serving Institution that offers both Career and Technical Education programs and General Education and Transfer programs as well as non-credit Workforce Development opportunities at nine locations throughout the County: the East Mesa Campus, the Espina Campus, the Workforce Center, and Arrowhead Park Early College High School, all located in Las Cruces; and the Gadsden Center, the Chaparral Center, the Sunland Park Center, Alta Vista Early College High School, and Otero County Prison, serving the south side of the County. Doña Ana County is the second largest county in New Mexico and shares a border with both Texas and Mexico.

As one of three community colleges in the New Mexico State University System (NMSU-System), DACC is governed by the NMSU Board of Regents through an operating agreement between the university and the boards of education of Gadsden, Hatch, and Las Cruces School districts. The DACC Advisory Board, comprised of representatives from the three school boards, approves the

budget, initiates mill levy and bond issue elections, and advises DACC on program needs. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges. Within the Assurance Argument, we will use the title DACC President unless we are referencing a job duty or other circumstance that falls within the Chancellor role.

1.A.1 DACC's mission was developed through a process suited to the context of the institution.

DACC's mission was first established in 1998. The vision and related statements were developed during DACC's initial application for independent accreditation in 2008. Prior to 2019, the [last review](#) of the mission and related statements was conducted in 2013. In 2019, a working group of 24 faculty and staff volunteers from across the college developed our comprehensive strategic plan. The first phase entailed assessing the college's efforts to operationalize the mission and reviewing the mission and vision statements. The words "academic interests" were added to the mission to reflect the college's focus on transfer programs in addition to career and technical education and workforce development. The [DACC Strategic Planning group](#) began drafting goals, objectives, and actions to create a plan that encourages positive outcomes for students, employees, and community. Updates to the strategic plan were shared with stakeholders, including faculty and staff, [DACC Advisory Board](#), and [Administrative Council](#) from fall 2019 to early spring 2020. The President [presented](#) the Strategic Plan to faculty and staff virtually (due to the pandemic shutdown) and provided opportunities for online feedback. Revisions were made based on feedback. The [DACC Strategic Plan](#), including the updated Mission statement, was finalized in January 2021.

1.A.2 DACC's mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

DACC's Mission Statement identifies DACC as a "a responsive and accessible learning-centered community college that provides educational opportunities for a diverse community of learners in support of academic interests, workforce development, and economic growth." The DACC Strategic Plan includes three principles that promote the mission and reflect the vision as a community college: access, innovation, and excellence. The mission and related statements are woven into the college's practices, such as [onboarding new faculty](#) and [orienting students](#).

As part of the NMSU-System, the college's strategic plan follows a similar structure to the NMSU [LEADS 2025 Strategic Plan](#). DACC adapted the NMSU Goals to the community college environment and the services we provide to the community. Within the [DACC Strategic Plan](#), each goal corresponds to objectives and action steps. The DACC goals include: Enhance Student Success and Social Mobility, Research and Creative Activity, Amplify Services to Our Communities, and Build a Robust University System.

DACC's President has designed measurable, focused priorities called Things That Matter to operationalize DACC's mission, vision, principles, and goals. The Things That Matter Priorities are

data-driven and provide guidance to the college's decision-making processes such as the budget process (discussed in detail in Criterion 5).

- **Priority 1 ACCESS:** Increase the number of people in the communities we serve who access DACC services and resources.
- **Priority 2 THRIVE:** Increase the number of students who use the college and community resources known to support student success.
- **Priority 3 BENEFIT:** Increase the number of students who complete their educational goals.
- **Priority 4 EXCEL:** Implement practices across the college that allow us to produce results effectively and efficiently.

A significant step toward accomplishing the Things That Matter is DACC's re-engagement with Achieving the Dream in Spring 2022 to provide intentional focus on meeting student and community needs through data-informed decisions based on our mission. As a result of this initiative, a [Student Success Vision Statement](#) was created and adopted in Fall 2022 using feedback and suggestions from over one hundred faculty and staff. Also in Fall 2022, the college began work on an Equity Statement. Several college-wide virtual meetings with faculty and staff were held to craft and revise possible statements which were put to a final vote. The [DACC Equity Statement](#) was finalized in Spring 2023. Both the Student Success Vision Statement and the Equity Statement reinforce the college's mission to provide educational opportunities to a diverse community of learners.

1.A.3 DACC's mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

DACC's mission and vision articulate the commitment to support its community of diverse learners by providing educational and learning opportunities that prepare students to contribute to the community's workforce and economic growth. Educational and learning opportunities include certificates and associate degrees, non-credit community and continuing education, adult education and high school completion, professional education, and specialized training. Further supporting the college's mission and vision are the principles of access, innovation, and excellence that consider the profile and needs of Doña Ana County residents and surrounding communities by understanding students' long-term goals, their contributions to the local workforce, and their contributions to the community's economic growth.

1.A.4 DACC's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Academic Offerings

DACC's [academic offerings](#) are consistent with its mission. DACC students can earn associate of arts, associate of science, and associate of applied science degrees, as well as one- and two-year certificates and non-credit workforce credentials, and in many programs, industry recognized certifications. DACC offers developmental coursework in English and math designed to help students prepare for and complete college-level courses in their first year. In addition, through the [Center for Education and Career Development](#), students and community members may access Adult Education services and high school equivalency and English as a Second Language classes. Many students who wish to earn bachelor's degrees at NMSU begin their post-secondary education at DACC and

complete their education at NMSU. Other students complete highly specialized, industry-recognized, non-degree credentials in a shorter timeframe (8-12 months). DACC has [five academic divisions](#) including: Advanced Technologies; Arts, Humanities and Social Sciences; Business and Public Services; Health Sciences; and Science, Engineering, and Mathematics. Within the five divisions, DACC offers over 66 General Education courses. DACC's academic program portfolio is responsive to changing and emerging areas of study and industry needs. For example, Aerospace Technology recently developed a Basic Drone – UAS Certificate and Creative Media developed a Film Training Certificate.

Student Support Services

Student Services are key to the mission and Things That Matter Priority 2 THRIVE. The DACC Student Success Vision Statement is the driving force behind our student support services. The Student Success Vision Statement states, “DACC will actively support students to be agents of their own learning in an inclusive, culturally responsive, and equitable environment. Students will explore, establish, navigate through, and achieve their personal, academic, and professional goals to enrich their lives, the lives of their families, and their communities.” DACC supports the County's diverse community of learners through various student services explained in more detail in Criterion 3. Examples of three key student services/activities that support DACC students and demonstrate a commitment to the mission include:

- The [Academic Readiness Center](#) (ARC) provides tutoring both online and in-person at DACC’s four largest locations. The ARC improves teaching and learning by providing workshops, and in-class tutoring, face-to-face individual tutoring, as well as online individual tutoring.
- [AVANZA](#), originally funded by a W.K. Kellogg grant to provide services to DACC’s locations in the southern part of the county, was scaled across the college in 2022-2023. AVANZA, meaning to move forward, provides wrap-around services to students and connects them to community resources and tools.
- [DACC Advising Center](#) employs Navigate, an integrated early alert system that faculty and staff use to alert advisors to students in need. The Navigate platform offers data reporting and predictive analytics features.

Enrollment Profile

The student population of DACC reflects the population of the local community, our minority-majority state, and is consistent with the mission. DACC is a proud Hispanic Serving Institution.

Academic Year 2022-2023 DACC Student Demographics and Doña Ana County Demographics		
	DACC Students	Doña Ana County
Hispanic	73%	67%
White	19%	27%

Black or African American	2%	1%
American Indian or Alaskan Native	2%	1%
Two or More Races	1%	2%
Asian	1%	1%
Native Hawaiian or Pacific Islander	0%	0%
Race/Ethnicity Unknown	2%	0%
*Based on DACC Factbook data and U.S. Census Bureau data		

Academic Year 2021-2022 DACC Student Pell Recipients	
First-Time Full-Time	67%
All Degree-Seeking Students	49%
*Based on IPEDS reporting	

A majority of DACC’s students are from populations that historically face limited access to higher education including Hispanic, low-income, and first-generation student populations. DACC’s student demographics approximate those of Doña Ana County.

	Doña Ana County	State of New Mexico	U.S.
Median Household Income	\$51,967	\$59,726	\$74,755
Poverty Rate	25%	18%	13%
Percentage who have earned a Bachelor’s Degree or Higher	29%	31%	36%

*Based on U.S. Census Bureau data

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

DACC proudly and publicly articulates its mission, vision, principles, and strategic goals on its [institutional website](#). The significance of the mission and related statements are frequently referenced in [communications](#) from the President and Executive Leadership and during interactions with the public at large. In recent [student focus groups](#), students were asked to share what the DACC mission meant to them and how they experienced it. One student commented, "From my personal experience, a lot of what this mission says rings true. A lot of teachers are very responsive to me. Materials, and just the educational requirements in general, have been very accessible. And it's very community oriented, which is what I appreciate most about this college." The mission is posted in classroom and meeting spaces throughout the college's locations. DACC's mission is widely published making it accessible to both internal and external stakeholders. The mission can be found on the DACC Website, within the DACC Strategic Plan, and in the DACC Academic Catalog. It is frequently referenced on DACC Social Media and Marketing campaigns in both English and [Spanish](#).

Sources

- MISS 1A1 2019_Strategic Planning Presentations
- MISS 1A1 DACC Strategic Plan 2025
- MISS 1A1 DACC-Advisory-Board-Meeting-Minutes-November-12-2019.pdf
- MISS 1A1 Mission History 2013
- MISS 1A1 Strategic Plan Administrative Council Meeting Minutes
- MISS 1A1 Strategic Plan Task Force Meeting Notes
- MISS 1A2 Equity Statement Survey and Results
- MISS 1A2 Faculty Orientation Module
- MISS 1A2 NMSU LEADS 2025.pdf
- MISS 1A2 Student Orientation Module.pdf
- MISS 1A2 Student Success Vision Statement Survey and Results
- MISS 1A4 Academic Advising Homepage
- MISS 1A4 Academic Catalog academic-career-programs.pdf
- MISS 1A4 Arc Homepage
- MISS 1A4 AVANZA Home
- MISS 1A4 DACC CECD
- MISS 1A4 DACC Divisions
- MISS 1A5 DACC Spanish lang Advertising
- MISS 1A5 Fall 2023 Student Focus Group Protocol
- MISS 1A5 Mission Vision Principles
- MISS 1A5 Sun News Putting the community

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 DACC's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

DACC is committed to serving the public good as its mission and vision implicitly states. One way that DACC demonstrates this is through faculty, staff, and administrators' service on community boards. For example, the President serves on the boards of the Bridge of Southern New Mexico, the Greater Las Cruces Chamber of Commerce and Mesilla Valley Economic Development Alliance. In addition, other members of the DACC community serve on [boards](#) such as the NM Water and Wastewater Association, the BorderPlex Alliance, the Greater Las Cruces Chamber of Commerce Military Affairs Committee, and the Engineering Education Enrichment Initiative, to name a few. In each case, DACC representatives recognize the value in serving the public good to help fulfill the DACC mission and vision to support a diverse community of learners, and to produce responsible citizens within the community.

Internal to DACC, various units also demonstrate their commitment to serve the public good. For example, all residents of Doña Ana County are welcome to use any of the four DACC Libraries located at the Espina and East Mesa campuses, and the Gadsden and Sunland Park centers. Additionally, DACC provides classrooms, computer labs, and conference rooms free to the community for public events. During the height of the COVID pandemic, DACC hosted COVID [vaccination PODS](#) for the public. These services, available to all county residents, demonstrate that DACC understands its duty to serve the public.

DACC understands that as a community college we have an opportunity to improve the lives of the residents of Doña Ana County. The [Small Business Development Center](#) provides one-on-one consultation to county residents who own or are thinking about starting a business. The [Union Pacific Industrial Careers Academy](#) is focused on the needs of Santa Teresa and Sunland Park employers and residents who can benefit from training for careers in logistics, warehousing, transportation, advanced manufacturing, automation, and next-generation digital skills.

1.B.2 DACC's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As a public two-year institution, DACC's purpose is not to generate financial returns. It has no investors. Its responsibility is to taxpayers in its service area and its students. DACC fosters relationships with external constituents to support students and not for financial gain. The role of units within DACC designated to generate income for the college is to support educational endeavors as well as outreach efforts and initiatives related to the mission. Examples include the commercial driver's license Truck Driving Academy and workforce and customized training offerings.

The percentage of the DACC expenditures allocated to instruction and academic support provides further evidence that the college's educational responsibilities take primacy over other purposes. In the 2022-2023 budget, instruction and academic support accounted for 69.8% of total expenditures. Details about budget allocations can be found in 5.B.4 and 5.C.1.

1.B.3 DACC engages with its external constituencies and responds to their needs as its mission and capacity allow.

DACC is committed to understanding and meeting the needs of its various external constituents through constant engagement, as is relevant to the mission and capacity of the institution. To ensure that community needs are considered, strategic planning and budgeting include input from representatives of the local school districts' boards of education who make up the DACC Advisory Board. Additionally, DACC partners with the local school districts and the early college high schools to meet their needs by providing course articulation and dual credit opportunities. DACC faculty, staff and administrators respond to community needs by serving on community boards and organizations. For example, the DACC President was appointed board chair of the Bridge of Southern New Mexico in January 2023 and the Vice President of Business and Finance serves on the Las Cruces Transit Advisory Board (1.B.1. above provides additional examples).

Career technical education (CTE) programs engage the community through advisory councils and committees. Through the advisory councils, program directors and department chairs receive feedback that informs curriculum and other program-related decisions. For example, industry professionals on the [Automotive Technology Advisory Council](#) performed a review of the program standards in fall 2022 to prepare for an National Institute for Automotive Service Excellence (ASE) on-site evaluation in spring 2023. The [Creative Media Technology Advisory Council](#) includes both industry professionals and representatives from the local secondary school districts. DACC partners with these schools to provide CTE teacher training in creative media instruction and maintain alignment between the courses taught at the secondary level and the DACC programs of study.

DACC engages with area employers through community events. The Building Construction Technology program hosts an annual career day for students from Las Cruces Public Schools in conjunction with local building contractors and the Las Cruces Home Builders Association. Additionally, the Law Enforcement and Emergency Medical Services programs hosted a [career fair](#) for the public. Law enforcement and emergency medical services entities from across the state participated. [Career Readiness](#) provides a number of services to employers to [connect them](#) with DACC students.

The DACC Workforce Development and Career Readiness unit engages with area businesses and community members to support both community development and job training needs. In 2021-2022, this office served [40 clients](#), including employers such as Virgin Galactic and Union Pacific; community organizations such as the Resilience Leaders of Doña Ana County and the Workforce

Talent Collaborative; and government clients such as the City of Las Cruces and the Department of Vocational Rehabilitation. An example of how DACC engages with external constituencies to support community, economic, and workforce development is its partnership with Union Pacific to create the [Union Pacific Industrial Careers Academy](#) in Sunland Park. Through a grant from Union Pacific for \$350,000, this academy provides training in manufacturing, warehousing, shipping and transportation for individuals seeking employment with companies located in the Santa Teresa Industrial Park and other regional locations. The academy provides scholarships and upskills individuals leading to industry recognized certificates in logistics and supply chain management.

Another example of how DACC responds to the needs of its constituents is the Career and Life Skills Academy ([CLSA](#)). The CLSA provides not only job preparedness for individuals with developmental disabilities, but also teaches them basic life skills. It is a yearlong program designed to engage participants in career exploration and self-discovery, work and professional skill development, technical skills development, and work-life balance. Participants complete job-shadowing and course-shadowing experiences as well as a month-long internship experience. Program participants develop stronger social ties and civic engagement through community service-learning activities and engagement.

Sources

- MISS 1B1 Local Boards and Committees.pdf
- MISS 1B1 Vaccine Clinic
- MISS 1B3 2022 Law Enforcement Career Fair
- MISS 1B3 22SU-COMB-FILES-ADV-CT-AUTO-07-22-2022
- MISS 1B3 Career Coach 101 Event
- MISS 1B3 Contract Training Clients 2017-22
- MISS 1B3 Employer Career Resources
- MISS 1B3 FDMA CMT AdvisoryMeetingMinutes FA22
- MISS 1B3 Small Business Development Center
- MISS 1B3 The Careers and Life Skills Academy
- MISS 1B3 Truck Driving Academy Homepage
- MISS 1B3 Union Pacific Industrial Careers Academy

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. DACC encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

DACC's vision focuses on being “a premier, inclusive college that is grounded in academic excellence and committed to fostering lifelong learning and active, responsible citizenship within the community.” Part of responsible citizenship is preparing students to work in a diverse community. To highlight its inclusive vision, DACC adopted an Equity Statement in spring 2023,

Doña Ana Community College (DACC) commits to fostering a sense of belonging for all students, faculty, and staff. We pledge to create an accessible, inclusive, and welcoming environment that values diverse backgrounds, experiences, and perspectives. Our shared responsibility is to treat all members of the DACC community with equity, compassion, and dignity. We work to reduce barriers to ensure that historically and socially marginalized populations have opportunities to flourish. DACC will continue to educate our community on practices that support equity, inclusion, and diversity.

Our responsive curriculum is complemented by co-curricular opportunities that encourage diverse perspectives and viewpoints and provides practical experiences for students as they navigate defined pathways to workforce, associate degree, or transfer to a bachelor's degree.

Curricular

The New Mexico General Education (GE) curriculum is organized into six content areas that include a cross-disciplinary focus on five essential skills. The essential skill Personal and Social Responsibility includes components such as: intercultural reasoning and intercultural competence, and civic discourse, civic knowledge, and engagement. Personal and Social Responsibility is associated with four of the six GE content areas and is included in courses such as CEPY 1120G Human Growth and Behavior; SOCI 2310G Contemporary Social Problems, and MUSC 1130G Music Appreciation: Jazz. Courses outside of GE curriculum focus on issues related to social justice as a means of developing intercultural competence in the workplace. For example, in RADT 100 Introduction to Radiologic Technology and Patient Care students analyze the ethics in patient care and in BLED 2110 Bilingual Methods students explore historical and current trends in bilingual education. Internship and clinical requirements in career and technical education programs give

students the opportunity to build skills for workplace success. Examples include ECED 2131 Curriculum Development and Implementation Age 3 (PreK) through Grade 3 Practicum, HOST 221 Internship I, NURS 226 Adult Health II, and TCEN 254 Renewable Energy Internship.

Cocurricular

In addition to workplace experiences integrated into coursework, DACC offers multiple cocurricular experiences that prepare students for informed citizenship and workplace success including service-learning opportunities, student organizations, and campus events.

At the start of the pandemic, DACC established a COVID-19 Vaccination site operated by DACC faculty and staff volunteers and community volunteers. It was one of two clinics in our community that provided vaccines to the public outside of the Department of Health and local hospitals. Health Science students were able to gain valuable clinical experience through this initiative. Additional examples of service-learning opportunities include the Home Builders Association, the [Community Dental Clinics](#), [CHOP's Soup Day](#), and education abroad opportunities in dental clinics in India and Costa Rica. [Student clubs](#) that contribute to workplace success include SkillsUSA, Education Club, Student Leadership Academy, and Women in Technology. Campus events such as the Reverse Job Fair, Time Management Training, and Open Mic Storytelling also contribute.

1.C.2 DACC's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

DACC is dedicated to affirming and embracing the multiple identities, values, belief systems, and cultural practices of the campus community. DACC values human diversity, a value reflected in our student, staff, and faculty population. DACC's Mission states that DACC "provides educational opportunities to a diverse community of learners." Residents of Doña Ana County are diverse and the DACC student body is reflective of that diversity as previously described. Our faculty and staff are also diverse as detailed in 3.C.1.

DACC has well-established systems with a diversity focus, but is also forging new methods to integrate and embed inclusion and equity into college policies and practices. The DACC Cultural Diversity Committee was established over a decade ago as a standing Faculty Council committee. The Cultural Diversity Committee's mission is to endorse and affirm cultural activities and curriculum at the college and to host cultural events. The Committee hosts annual student events, such as the [Dia de los Muertos Art Contest](#), but also develops or sponsors timely activities that address the observed needs of students, such as the [Mental Health Canvas Module](#), available for faculty to download into their courses and the [De-stress Fest](#) with Open Mic. During the pandemic shut-down, the Cultural Diversity Committee adapted to engaging students through virtual platforms, such as Instagram contests, etc.

In spring 2020 the Equity Working Group comprised of faculty, staff, and administration was formed. This group initiates projects and processes that expand the ability of faculty and staff to develop inclusive practices that benefit the DACC community. Examples of these projects include:

- Equity, Inclusion and Diversity professional development opportunities, such as [Advancing Racial Equity](#) invited speaker Dr. Frank Harris III, Co-Director of the Community College Equity Assessment Lab (CCEAL) at San Diego State.

- On-going faculty and staff training, such as the [Equity, Diversity, Inclusion, Awareness & Action Series](#) online course in Spring 2021 facilitated by twelve faculty and staff members. The course was based on Ohio State University's Kirwan Institute for the Study of Race and Ethnicity's Implicit Bias Modules with 104 faculty and staff participating.
- An [Equity Space](#), established in spring 2022, for students to find community. The Equity Space located on the Espina Campus includes a common shared space for students and faculty and provides resources such as computers, library, and a career closet.
- Three [Faculty Fellow positions](#) that have a course release, a stipend, and offices in the Equity Space. The fellowships are awarded to faculty who integrate equity, inclusion, and diversity into the classroom, curriculum, assessment and/or advising. There is also an emphasis on faculty initiated equitable research projects and data reporting.

In 2021, DACC re-engaged with Achieving the Dream (ATD) as a means of creating college systems and infrastructure built on equitable and inclusive processes within the organization. DACC's work with ATD brings staff and faculty together to determine college processes and practices that could be revised to better support our diverse student body and to remove barriers for future students to attend college. As mentioned in 1.C.1, the DACC Equity Statement was adopted in spring 2023.

ATD sessions, such as the [Capacity Café](#) in spring 2023 involved faculty and staff analyzing institutional data and surveys, creating a needs analysis, and developing action plans based on those needs. [Goals](#) emerged that target student support, communication, and data analysis.

In addition to the groups and committees who work directly to promote inclusive and equitable treatment, DACC services, programs, departments, and faculty all play an integral role in creating an inclusive environment. For example, the DACC Public Health Program is collaborating with the [Step-Up Pipeline Program](#) for Hispanic/Latino Public Health Students to encourage Hispanic/Latino students enrolled in DACC to consider pursuing career opportunities in public health.

In addition, the NMSU-System's new [Vice President](#) for Diversity, Equity, and Inclusion provides support to DACC students, faculty, and staff including coordination of affinity group offices and programs, professional development, and the addition of a [new LEADS 2025 goal](#) focused on System-wide Equity, Inclusion and Diversity Practices. Also, DACC's Learning Resource Network and the NMSU Teaching Academy offer professional development opportunities related to diversity, equity, and inclusion each academic semester.

1.C.3 DACC fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

DACC is committed to a [culture of connection](#) and caring that is grounded in respect for its students and the larger DACC community. As described in its Equity Statement, DACC is dedicated to creating an "environment that values diverse backgrounds, experiences, and perspectives." DACC recognizes that for students to be successful they need to have their basic needs met as well as have barriers to their career goals dismantled and removed. This respect is evident in the grants DACC has pursued and received. For example, grants from the New Mexico Higher Education Department (NMHED) to promote [Mental & Behavioral Health](#) and to address [college hunger](#) through a campus Food Pantry. Similarly, DACC was awarded a Project Success Food Insecurity grant. DACC ensures students are knowledgeable of the [external resources](#) available to them in the community such as SNAP and Veterans Benefits.

Two additional Hispanic Serving Institution grants, Title III [Éxito](#) (2021) and Title V [Excelencia Project](#) (2022) were awarded to the institution. [Title III Éxito](#) will foster a climate of respect by increasing access to and completion of STEM education for Hispanic and low-income students. The [Title V Excelencia Project](#) seeks to improve “the effectiveness of teaching and learning with the ultimate goal of fostering a positive, inclusive, and identity safe climate through culturally responsive teaching and student support practices.” Through the Title V grant, DACC is creating a new position, the Equity, Diversity, and Inclusion Program Manager. This person will be responsible for coordinating and implementing DACC’s EDI initiatives. The Program Manager will also coordinate educational training programs for faculty, staff, students, and the community. In addition, the Program Manager will collaborate with internal and external entities focused on advancing equity, diversity, and inclusion strategies.

DACC is also intentionally expanding college and career opportunities for members of our border community who predominantly speak Spanish. As a constitutionally bilingual state, it is important to respect our community by expanding opportunities to monolingual or bilingual Spanish speakers. DACC has also expanded [advertising](#) to the Spanish speaking community and is [exploring options](#) for certificate programs designed for Spanish or bilingual speakers.

DACC fosters a climate of respect by providing stakeholders a venue for inclusive decision making that values diverse perspectives. DACC’s system of shared decision making, shared responsibility for college success, and shared governance includes Staff Council, Faculty Council and Student Government Association. Shared governance is further discussed in 5A1. These committees ensure that the diverse perspectives of students, faculty, and staff are included in decision making processes. At the NMSU-System level, the NMSU [Office of Institutional Equity](#) provides a clear commitment to “fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status” and a method for reporting incidences involving discrimination or grievances. DACC's [non-discrimination policy](#) is featured on the website.

Sources

- EFFC 5C6 Title V Grant Approval Notification
- MISS 1A5 DACC Spanish lang Advertising
- MISS 1C1 Dental Community Clinic
- MISS 1C1 Dental Hygiene Service Learning
- MISS 1C1 Soup Drive fall 2022
- MISS 1C1 Student Clubs
- MISS 1C2 Advancing Racial Equity and Justice flyer
- MISS 1C2 ATD Annual Reflection Worksheet 2022
- MISS 1C2 ATD Capacity Cafe
- MISS 1C2 Cultural Diveristy Committee.FacultyCouncilReport.2021-2022
- MISS 1C2 DACC Equity Fellows Initiative
- MISS 1C2 Destress Fest
- MISS 1C2 Dia de los Muertos Art
- MISS 1C2 Equity Space Launch
- MISS 1C2 Equity_Diversity_Inclusion_Awareness Course
- MISS 1C2 GOAL 6_Build_Elevate_StrengthenSystemwide EID

- MISS 1C2 Public Health Step Up Latinx Pipeline
- MISS 1C3 Resource Fair
- MISS 1C3 Leadership Insights Culture of Caring
- MISS 1C3 Mental Behavioral Health Grant
- MISS 1C3 NonDiscrimination Policy
- MISS 1C3 Office of Institutional Equity.pdf
- MISS 1C3 Release time Proposal for converting courses to Spanish
- MISS 1C3 Title III Exito Grant
- MISS 1C3 Together We End Hunger grant

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

DACC's mission statement is prominently posted on the DACC website and in classroom and meeting spaces across the college's multiple locations. It also appears in a variety of print and online materials. The mission is directly linked to the college's Strategic Plan and aligns budgeting and resource allocation with the college's goals. DACC's mission guides the institution's focus on meeting the academic, workforce development, and economic needs of the diverse student body and community the college serves.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Doña Ana Community College (DACC) is a part of the New Mexico State University System (NMSU-System) consisting of New Mexico State University (NMSU) and three community colleges: NMSU-Alamogordo, DACC, and NMSU-Grants. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges. Within the Assurance Argument, we will use the title DACC President unless we are referencing a job duty or other circumstance that falls within the Chancellor role.

2.A.1. DACC develops, and the governing board adopts the mission.

While the DACC mission statement has evolved over time, its nature and scope have remained consistent with the unique mission of a community college. The [mission statement](#) was last updated during the creation of DACC's current strategic plan as described in section 1.A.1. As part of the NMSU-System, DACC's governing board is the NMSU Board of Regents (BOR). DACC also has an Advisory Board. The relationship between the NMSU BOR and the DACC Advisory Board is discussed in section 2.C. The current revision was presented to the DACC Advisory Board on [November 12, 2019](#), as well as presented informally to the NMSU-System President. While there was no formal adoption of the mission in 2019, DACC plans to launch a new round of strategic planning in the summer of 2024 and has incorporated a plan to seek adoption of the updated mission and strategic plan by the NMSU BOR.

2.A.2. DACC operates with integrity in its financial, academic, human resources and auxiliary functions.

DACC is committed to the highest standards of integrity, codified and reflected in institutional policies and practices. The college adheres to NMSU-System policies and local, state, and federal laws and regulations. With the goal of distinguishing governance and policy from administrative

rules and procedures, in the Fall of 2015, the NMSU-System began functionally separating the existing policy manual into [two separate documents](#): The Regents Policy Manual (RPM) and the Administrative Rules and Procedures of NMSU (ARP). [RPM 1.10 and ARP 1.10](#) articulate protocols for adopting and amending the RPM and ARP.

DACC offers students a [centralized location](#) for reporting concerns and complaints. When a complaint is received, the Office of the Vice President for Student Services (VPSS) acknowledges receipt and forwards the complaint to the supervisor of the person, service, or process implicated in the complaint. The supervisor of the unit attempts to resolve the complaint and provide a response within three business days. If the student is not satisfied with the result, they can file a formal grievance by following the steps outlined in [ARP 5.05](#). The DACC President's Cabinet has implemented a process for [reviewing complaints](#) for trends and to identifying opportunities for institutional improvement.

DACC students and employees also have access to the [NMSU reporting website](#). Options for reporting include academic-related and non-academic complaints, incident reporting, academic misconduct, campus community incidents, discrimination and harassment, grade appeals and others; [EthicsPoint®](#) allows anonymous reporting about observed or perceived misconduct. In Fall 2021, NMSU instituted a formalized Summary Report Review of incidents, concerns, and complaints reporting. The goal of the Summary Report Review is to take a high-level account of the types of issues reported for improved equity, consistency, and systematic processes. No DACC complaints have been logged in the NMSU Summary Report Review since its inception.

Academic

DACC administration, faculty, and staff operate within the RPM and ARP guidelines. The ARP provides direction for operationalizing NMSU-System policies and procedures. The [Faculty Senate Constitution and Bylaws](#) provide guidance and regulation over faculty governance. Article III, Section 1 details the composition, which includes five faculty senators from DACC. Additionally, the [DACC Faculty Council](#) serves to further support academic policies through various committees such as the curriculum, program review, and assessment committees and provides feedback and support to the DACC Vice President for Academic Affairs regarding policy changes. Research and academic integrity are discussed in 2.E.

Recruitment, admissions, and related institutional practices follow the DACC [Code of Ethical Conduct](#) in Recruitment. DACC uses two approaches for training related to direct communications with prospective and current students. DACC requires personnel who engage in recruiting, admissions, and related institutional practices to complete the [College Admission Ethics in Action](#) training offered through the National Association for College Admissions Counseling (NACAC). In addition, the code of conduct is reviewed in [staff meetings](#) when initiatives such as enrollment campaigns are discussed.

Human Resources

DACC has a human resources office that liaises with the NMSU-System Human Resource Services. DACC follows NMSU-System established policies. [Institutional Equity, Human Resource Services, and General Counsel office websites](#) provide information on sexual harassment and misconduct, discrimination, ADA, HIPAA, FERPA, FMLA, employee benefits and rights, compliance, conflict of interest, computer and data security, employee safety, loss prevention, and drug-free workplace.

[ARP 9.20 and 9.35 \(faculty\) and 9.05 \(staff\)](#) require an annual evaluation of job performance, achievement of goals and objectives, areas for professional development, and determination of future goals and objectives. Disciplinary procedures encourage early, low-level, and informal resolution when possible and provide for formal and progressively stronger action as needed. [ARP 10.0](#) provides the NMSU-System's rules and procedures related to due process for both faculty and staff. Staff are directed to [ARP 10.20](#), and faculty are directed to [ARP 10.60](#), which recommends mediation and/or alternative dispute resolution. The Office of Institutional Equity handles discrimination grievance procedures.

OSHA information and recordable claims are posted on the [Environmental Health Safety & Risk Management website](#). NMSU Training Central promotes prevention education and training on these and other potential risk-related issues. Annual Strategic and Essential Training (SET) is required for all employees, including faculty, staff, administrators, students, and temporary and part-time workers. Completion of SET is a condition of employment per [ARP 6.89](#).

[Conflict of Interest](#) forms are completed annually and updated as needed between annual periods. Most potential conflicts are managed with the originating unit. Office of People Relations assists units in mitigating situations such as potential conflicts related to nepotism.

Financial Resources

The financial functions of DACC are managed through a liaised relationship with the NMSU Finance and Business Services Office. DACC's financial operations follow federal, state, and university policies and regulations (details in Criterion 5). Regulations, procedures, and guidelines are provided in the [Business Procedures Manual, Business Ethics Handbook, and Written Information Security Program](#). Regular external audits ensure ethical and transparent financial practices and provide accountability for resource allocation (expenditures and investments), generation of revenue, and overall fiscal health. Reports are on the [NMSU Financials webpage](#).

Finance and Business Services (FBS) provides fiscal and accounting services to the college. FBS ensures fiscal compliance for funding sources and handles the cash, receivables, purchasing, accounts payable, and payroll functions. FBS performs account balance monitoring and reporting by executive leadership, the Regents, and state and federal agencies. FBS is responsible for the preparation of the annual budget and financial statements for the university. Budget reports, resources, and guidelines are publicly available on the Budget Office website.

Procurement Services adheres to the [Universal Public Procurement Council of Ethics](#) and operates in compliance with the [New Mexico Procurement Code](#). Procurement Services provides guidance to internal constituencies and engages with external suppliers through impartial and transparent actions across procurement operations and is governed by [ARP 14.0](#).

Foundation

The [NMSU Foundation](#), Inc. is a nonprofit corporation legally separate from the NMSU-System and registered with the New Mexico State Corporation Commission. Policies related to fundraising and spending activities are posted on their website. The Foundation fosters personal and corporate philanthropy, promotes fundraising, and honors fiduciary responsibility to donors through prudent and productive stewardship of endowments. Established policies guide sound financial practices, including annual audits by an external accounting firm. A committee invests and manages DACC and NMSU Foundation endowment funds.

Auxiliary Functions

Auxiliary Services includes self-supporting operations that serve students, faculty, staff, and the community. DACC [contracts](#) with Follette to run its bookstore and supply textbooks. Students have access to two brick-and-mortar bookstores, the DACC East Mesa Campus Bookstore and the NMSU Bookstore, and the online bookstore. The DACC Snack Bars are operated by Sodexo. NMSU's [Business Procedures Manual](#) guides responsible conduct for auxiliary units.

Sources

- INTG 2A1 Advisory-Board-Meeting-Binder-November-12-2019-FINAL
- INTG 2A1 Budget Reports NMSUSystem.pdf
- INTG 2A1 Business Procedures Manual
- INTG 2A1 NMSU Report Website
- INTG 2A1 Procurement Services
- INTG 2A1_ARP_10-10.20-10.60
- INTG 2A1_ARP_5.05
- INTG 2A1_ARP_9.20-9.35-9.05
- INTG 2A1_Auxiliary_Functions
- INTG 2A1_Employee_COI_OPR
- INTG 2A1_EthicsPoint
- INTG 2A1_Faculty_Senate_Constitution_2022
- INTG 2A1_Financial_Governing_Sites
- INTG 2A1_Human_Resources_Offices_Pages.pdf
- INTG 2A1_NMSU_Foundation_Policies
- INTG 2A1_NMSU_RPM_ARP
- INTG 2A1_RPM1.10-ARP1.10
- INTG 2A1_Safety_SET_Compliance
- INTG 2A1_Screenshot of Faculty Council Sharepoint
- INTG 2A2 College Admission Ethics in Action Training
- INTG 2A2 DACC Student Complaint Summary for 2023
- INTG 2A2 Ethical Conduct in Recruitment
- INTG 2A2 Student Complaints site.pdf
- INTG 2A2 Student Services Leadership Team Meeting Agenda
- MISS 1A5 Mission Vision Principles

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1. DACC ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

DACC strives to present itself accurately and transparently to all constituents. Structures and processes are in place to ensure regular review of the accuracy of any representations made. In 2022, DACC began transitioning the institution's primary web content management system from WordPress to Cascade for external-facing websites. The website transition is still in progress and improvements continue to be made.

The DACC website includes several drop-down menus to facilitate easy access to DACC information. *About DACC* provides information such as accreditation, academic offerings, and institutional analysis. *Students* includes links to resources such as Advising, Financial Aid, and Student Services. *Our Community* provides details about campus locations and operating hours and alumni information. *Explore DACC* connects users to the Library, information for faculty and staff, and the DACC Advisory Board. To ensure accuracy of web content, DACC formed a [Web Governance Committee](#) with the charge to oversee and ensure the effective management, compliance, and strategic development of DACC's website, including content, design, user experience, and alignment with organizational goals. The committee is currently implementing a [plan](#) to improve the website's accessibility score.

The NMSU-System uses CourseLeaf for the [Academic Catalog](#), which includes details about academic offerings and requirements. The catalog also includes the Student Handbook and academic policies. Course information, including semester offerings, available sections, time, location, and instructor are provided via the [Course Schedule](#). Students can also use the [degree audit](#) to track their progress toward completing academic requirements. Accuracy of catalog content is reviewed annually. Updates to non-curriculum content can be submitted by individual departments and are reviewed by the Vice President for Academic Affairs office prior to being submitted to the NMSU University Student Records office. Updates to curriculum content are submitted through the curriculum review and approval process discussed in 3.A.1. Updates to the degree audit, reflecting any changes approved through the curriculum review and approval process, are made when the new catalog is published each year.

Information about Tuition and Fees for all NMSU-System campuses is located on the [University](#)

[Accounts Receivable webpage](#). DACC [Financial Aid and Scholarships](#) uses Net Price Calculator to aid current and prospective students in determining true costs for attending DACC. The cost of books and other required course materials are available through the [DACC Bookstore](#) and the [Books4Less website](#).

The [Accreditation](#) link in *About DACC* includes the HLC Mark of Affiliation. The [Specialized Accreditation](#) webpage lists information on specialized accreditations across the NMSU-System, including DACC. The specialized accreditation webpage is reviewed annually by DACC's Associate Vice President for Institutional Effectiveness and can also be updated throughout the year as needed, for example when an individual program receives updated accreditation information from their accreditor. Information about accreditation is also included in the [Academic Catalog](#).

2.B.2 DACC ensures evidence is available to support any claims it makes regarding its contributions to the education experience through research, community engagement, experiential learning, and economic development.

As a Hispanic and Minority Serving Institution, DACC offers a high-quality, low-cost education to a diverse and economically challenged population. DACC's [2025 Strategic Plan](#) established four major goals:

- Enhance Student Success and Social Mobility
- Research and Creative Activity
- Amplify Services to our Communities
- Build a Robust University System

While these goals provide the broad strokes of our intentions, DACC's President operationalized the goals into the Things That Matter and established the [Measures That Matter](#) to track the college's progress. Data related to these measures are available on the [Institutional Analysis webpage](#). Student enrollment, demographics, and degree completion data can be found in the [DACC Factbook](#). The [IPEDS surveys](#) for the last ten years are maintained for all campuses in the NMSU-System on the NMSU Office of Institutional Analysis webpage.

Students are surveyed regularly to determine their level of engagement with the college using the Community College Survey of Student Engagement (CCSSE), distributed in the Spring of odd years, and level of satisfaction using the RNL Student Satisfaction Inventory (SSI), distributed in the Spring of even years. Students who have recently graduated are surveyed regarding their employment status, their future educational goals, and their experience at DACC. Data from these [surveys](#) is housed on the Institutional Analysis website.

Co-curricular activities are coordinated by academic departments, student clubs, and other departments across the college. Interests range from academics and service to cultural interests and student governance. Co-curricular experiences related to students' academic interests enhance learning and promote engagement with peers, faculty, and staff. The [Student Government Association](#) (SGA) supports multiple clubs and organizations that reflect the diversity of our campus, such as Latinos for Education & Achievement, the Chess Club, and Women in Technology. Students can sign up for, and maintain a record of, engagement opportunities through [Crimson Connection](#). The ways in which co-curricular activities contribute to the education experience are examined through the assessment process discussed in 4.B.

DACC values experiential learning opportunities for students. These opportunities come in the form of internships, clinical and practical experiences, work study and other employment. [Academic program webpages](#) include information from Lightcast about median salaries, local job openings, and job outlook. This information can also be accessed through the [Career Readiness](#) website. Economic development outcomes are detailed in [The Economic Value of the New Mexico State University-Doña Ana Community College](#) report which can be found on the Strategic Initiative and Relationships webpage.

Sources

- INTG 2B1 Accreditation Homepage
- INTG 2B1 Accreditation Info in the Catalog
- INTG 2B1 Book4Less FAQ
- INTG 2B1 DACCBookstore
- INTG 2B1 Financial-Aid-Home
- INTG 2B1 Specialized Accreditations
- INTG 2B1 STAR Degree Audit.pdf
- INTG 2B1 Tuition and Fees
- INTG 2B1 Web Governance Meeting notes 11.13.23
- INTG 2B1 Website Accessibility Score Improvement Plan
- INTG 2B2 Career Readiness for Students
- INTG 2B2 DACC Factbook
- INTG 2B2 Economic Impact DACC Executive Summary
- INTG 2B2 IA Surveys Website
- INTG 2B2 Institutional Analysis website
- INTG 2B2 IPEDS reports
- INTG 2B2 Measures That Matter
- INTR 2B2 Crimson Connection
- INTR 2B2 Program page with Job Info
- MISS 1A1 DACC Strategic Plan 2025
- MISS 1C1 Student Clubs

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1. DACC's governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The governing board for DACC is the NMSU-System [Board of Regents](#) (BOR). Members of the BOR are appointed by the Governor. In addition to the BOR, DACC has an [Advisory Board](#) comprised of representatives from the three school boards in the College's service area of Gadsden, Hatch, and Las Cruces School Districts.

The BOR receives training every two years on institutional, state, and general matters. This orientation coincides with staggered terms of service for newly appointed regents, and serves as a review for experienced regents. Orientation sessions occurred in March 2019, June 2021, and [July 2023](#).

Regents review NMSU-System operations during annual retreats and work sessions conducted by staff. Informal and continuous training occurs naturally as part of regular Regent and committee [meetings](#). For example, an overview of the [Research and Public Service Projects](#) budgetary approval process was a part of various action items brought to Regents' committees and meetings.

NMSU is a member of the [Association of Governing Boards](#) for Universities and Colleges, which provides a broad range of learning opportunities, including electronic and print publications, webinars, consultation services, and an online trustee orientation for public non-profit trustees.

Members of the DACC Advisory Board are provided the [DACC Advisory Board Handbook](#). Also, the [operating agreement](#) between the NMSU BOR and the DACC Advisory Board is reviewed every two years.

2.C.2. DACC's governing board's deliberations reflect priorities to preserve and enhance the institution.

The BOR conducts deliberations on system issues throughout the year during regular and special meetings. Regents' [committees](#) address various aspects of the system and include: Regents Financial Strategies, Performance and Budget Committee; Regents Audit and Risk Committee; Regents Real Estate Committee; Regents Student Success Committee. Priorities to preserve and enhance the system are demonstrated through [meeting deliberations](#), annual processes, and approval of the system budget and capital outlay planning. Budget presentations are all-encompassing and align priorities and strategic investments, as noted in the one-page sources and uses document published in April and May each year. Deliberations are contextualized within [LEADS](#) strategic goals. The Regents Student Success Committee hears monthly updates from the system community colleges, including DACC, so that the community colleges' priorities are incorporated into the BOR's deliberations.

The DACC Advisory Board advises the BOR in relationship to DACC and has recommending authority with respect to DACC's annual budget, per the [DACC Operating Agreement](#). The DACC Advisory Board retains bonding authority that allows them to call for bond elections pertaining to capital projects and a mill levy. The DACC Advisory Board receives regular [updates](#) about DACC's progress toward the goals outlined in the DACC Strategic Plan.

2.C.3. DACC's governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

With the exception of limited personnel issues and active legal actions, all BOR meetings are open to the public and include an allotted time for [comments](#) from both internal and external stakeholders. The BOR agenda setting process allows for internal constituents to suggest items. [Agendas](#) that include topics of interest to faculty, staff, and the community are published prior to each meeting. Individual Regents convene with various constituent bodies, including staff, faculty, administrators, and community members through standing Regents committees that report during regular meetings. The BOR committees listed in 2.C.2 review the interests of internal and external stakeholders during open meetings. The DACC President is a [member](#) of the Regents Student Success Committee and members of the DACC executive leadership are presenters to the Regents Budget Committee when the situation necessitates.

The DACC Advisory Board considers the interests of the college's stakeholders. During Advisory Board meetings, members of the Advisory Board respond to recommendations and budget proposals from the DACC executive leadership and vote on proposed recommendations that are then included in budget submissions to the BOR. DACC Advisory Board [meetings](#) also include updates from Board members about each of the public school districts.

2.C.4. DACC's governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

Regents preserve their independence from undue influence from external parties through adherence to state laws pertaining to [open public meetings](#) and records and established bylaws. Members are appointed by the Governor and must be confirmed by the state Senate; no more than three board

members may be of the same political party; and appointments are for staggered six-year terms. The [State Constitution](#) requires that a student member (appointed for a two-year term) is selected through a process whereby the student governing body solicits applications and provides a list of potential candidates to the president, who after considering the recommendations forwards a final list to the governor for selection of the Student Regent.

Under [New Mexico law](#), Regents are prohibited from having a direct or indirect financial interest in any contract for building, improving, or for furnishing supplies or services to the university; engaging in any act prohibited by the Governmental Conduct Act as it applies to Board members; or accepting any gift which would violate the New Mexico Gift Act. Statutory requirements provide safeguards for Regents' ethical behavior and mitigate conflicts of interest.

2.C.5. DACC's governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The Regents Policy Manual (RPM) stipulates that the Regents exercise control over the NMSU-System. The BOR [delegates authority](#) over the community colleges to the Chancellor – NMSU System Community Colleges and administration of college academic issues to the college president. DACC's President is also the Chancellor of the NMSU System Community Colleges.

[RPM 1.00](#) sets forth the expectation and responsibilities for shared governance. The NMSU Faculty Senate (FS) has legislative jurisdiction over policies affecting the NMSU-System's academic mission in regard to education, research, outreach, and extension. These functions and powers are confirmed in the FS [Constitution](#). DACC has five senators who sit on the FS, vote on proposed changes, and also serve on subcommittees. Evidence of faculty control over curriculum, degree requirements, and other academic matters is recorded on the [FS website](#).

In addition to having DACC representation on the NMSU Faculty Senate, DACC faculty and staff serve on a variety of NMSU committees and councils. For example, the DACC Vice President for Academic Affairs serves on the NMSU Associate Deans' Academic Council. This level of participation ensures that DACC has a voice in the oversight of system-wide academic and non-academic matters.

The DACC Faculty Council [Constitution](#) articulates faculty rights and responsibilities. The Faculty Council is charged to “[create] an atmosphere that supports the institutional, academic, and professional needs and aspirations of the students and faculty members of the college.” Faculty Council representatives are charged with “[voting] the consensus of the division represented on any action/decision/issue for which the Faculty Council Representative is required to solicit Member or Associate input; and [reporting] at division meetings the actions, decisions, and issues facing the Faculty Council.” This ensures that all faculty are represented in decision-making at DACC.

Sources

- EFFC 5A1 DACC Faculty Council Constitution
- EFFC 5A1 RPM 1.00 NMSU Structure of Governance
- INTG 2A1_Faculty_Senate_Constitution_2022
- INTG 2A1_RPM1.10-ARP1.10

- INTG 2C1 Advisory Board Members.pdf
- INTG 2C1 Association of Governing Boards
- INTG 2C1 Board of Regents Members
- INTG 2C1 BOR Meetings
- INTG 2C1 BOR-Orientation-Notice-July-12-14-2023
- INTG 2C1 BOR-Regular-Meeting-Agenda-September-7-2023
- INTG 2C1 DACC Advisory Board Handbook 2024-2025.pdf
- INTG 2C1 DACC Operating Agreement Nov 2021 - FINAL - 12-15-21
- INTG 2C2 Advisory Board Meetings
- INTG 2C2 BOR committees
- INTG 2C3 BOR Public Comments and GO Bond.pdf
- INTG 2C4 BOR-Regular-Meeting-Notice-September-7-20231
- INTG 2C4 NM_Statutes_21-1-17
- INTG 2C4 NMConstitution2021_BOR_2022.04.26
- INTG 2C5 Faculty Senate website
- INTG 2C5 RPM 2.20 NMSU Community Colleges
- MISS 1A2 NMSU LEADS 2025.pdf

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

DACC is committed to the free and open exchange of ideas, exemplified through a) the exercise of shared governance; b) college committees; c) opportunities for public comment at BOR meetings; and d) transparency and exchange of ideas through town hall meetings and invitation for comment on guiding documents. An explicit commitment is made in the [Freedom of Expression policy](#).

The NMSU-System's [policy on Academic Freedom](#) ensures protection for the pursuit of truth in teaching and learning, specifically stating: "Scholars are entitled to full freedom in the conduct of their research and publication of the results, and full freedom in the classroom to discuss those topics in which they are professionally experts as determined by their credentials." It further recognizes that these rights include certain responsibilities, stating that a faculty's "special position in the community imposes special obligations" and they should "at all times be accurate... exercise appropriate restraint... show respect for the opinions of others, and... make every effort to indicate that they are not speaking for the institution."

Students are informed of their rights through the Student Handbook found in the Academic Catalog. The Student Handbook [Freedom of Expression](#) Policy States that DACC "recognizes and promotes an intellectually open campus." This section also outlines parameters of campus use for free expression.

Sources

- INTG 2D Academic Freedom
- INTG 2D Freedom of Expression
- INTG 2D Student Handbook Freedom of Expression

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. DACC supports basic and applied research and maintains professional standards and provides oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

DACC is committed to the highest standards of integrity in research and resolve that basic and applied research activities by faculty, staff, and students will be conducted in accordance with ethical principles and in compliance with federal, state, and institutional regulations and policies. [Goal 2](#) of DACC's 2025 Strategic Plan is Research and Creative Activity. Central to DACC's mission and vision is providing opportunities through teaching and learning, thus research focuses on practical solutions and applications for local and regional problems. Policies regarding faculty, staff, and student research, and scholarly work are detailed in [ARP 11](#).

Basic and applied research activities at DACC that involve human subjects are expected to submit proposals to the NMSU [Institutional Review Board](#) for approval and comply with all of the IRB's reporting requirements to ensure integrity of the research process. NMSU's [Sponsored Projects Accounting](#) (SPA) is responsible for restricted funds sourced by grants, contracts, federal/county appropriations, and any related cost-sharing indexes, including the establishment of restricted funds on the Finance System; monitoring the implementation of fiscal restrictions and requirements imposed by the sponsor on grants and contracts; and the financial closeout of all restricted funds. In compliance with federal and non-federal sponsor terms and regulations, SPA distributes and maintains the university's Electronic Effort Certification reports and invoices and deposits sponsor payments on grants and contracts.

In addition to the NMSU oversight and resources, the DACC Vice President for Academic Affairs requires researchers to fill out a [form](#) regarding any research conducted on campus. The DACC Vice President for Strategic Initiatives and Relationships office provides coordination and oversight of the grant process. Fiscal accountability for all grants applied for and received is provided by the Vice President for Business and Finance office.

2.E.2. DACC provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

As a community college, students at DACC pursue an associate degree or certificate; therefore, research that would lead to publications is not common. When a student chooses to research a topic or issue, the student is guided by their professor as well as the DACC Library in following ethical practices. Section 2.E.3 addresses how DACC provides guidance to students in the ethics of research and use of information resources.

DACC faculty and staff conduct research as it serves their professional development and academic goals. The DACC Promotion and Tenure process supports faculty in their scholarly pursuits. The [Allocation of Effort Form](#) provides for scholarship and creative activities. Faculty also receive constructive and formative feedback from their department chairs or program directors, division deans, and from division and college promotion and tenure committees on their scholarly goals. This creates a transparent environment in which all who participate are held accountable for research and resulting products.

When engaged in research, faculty and staff follow research protocols to ensure the highest standards of integrity and scholarly practice. NMSU's [Office of Research Compliance](#) provides training to DACC researchers on responsible conduct in research through the online Collaborative Institutional Training Initiative program. The NMSU [Responsible Conduct of Research Education](#) webpage includes additional training resources. NMSU's [Center for Learning & Professional Development](#) provides Principal Investigator training to NMSU-System personnel. DACC faculty and staff can also attend workshops at the NMSU Teaching Academy focused on scholarly and ethical practices around publishing research. DACC also uses NMSU's [Research Administrative Services](#) to provide comprehensive support services to faculty and professional staff for the successful administration of externally-sponsored projects and other scholarly endeavors.

2.E.3. DACC provides students guidance in the ethics of research and use of information resources.

To ensure all DACC students receive guidance in the ethical use of information resources, the DACC Library provides students with a [variety of resources](#) related to ethical use of information, including copyright guidelines and research skills. These resources are available to students, faculty, and staff in multiple formats: face-to-face seminars, virtual webinars, and research guides. A direct link to the Library website is available for faculty to include in their online course management system, Canvas. In-class Library instruction on such topics as research skills, citation formatting, and plagiarism is available per instructor request. The Academic Readiness Centers (ARC) also offers other workshops on research skills.

The NM Higher Education Department (NMHED) has identified the ethical use of information as a component of the [essential skill](#), *Information and Digital Literacy*, for many General Education courses. *Critical Thinking*, another essential skill, ensures that students have the skills to evaluate resources for credibility and truthfulness and is required for all General Education courses. DACC is committed to guiding students in the ethical use of information, providing instruction and resources through the DACC Library and within individual General Education courses.

ENGL 1110G, *Composition I*, a course required for all associate degree programs and many certificate programs, includes instruction on the ethical use of information. The Student Learning Objectives (SLOs) require that students learn how to locate credible information and then use it to support their arguments. They also must learn how to cite sourced material both in-text and in a

reference list. Finally, the students are required to consistently and accurately document their research.

Many courses at DACC explicitly address ethics and the use of information within their curriculum. A few examples include:

- Creative Media Technology (CMT) 240, *Advanced Layout Design* (INTG 2E24) asks digital graphics students to redesign a set of directions. After an instructor-led discussion, students research copyright and “Fair Use” laws. Students learn to use self-created images and attend to the fair and ethical use of imagery, which results in the creation of stronger individual projects.
- ENGL 2210, *Technical and Professional Writing* (INTG 2E25). One assignment is to create an instruction manual, complete with images, all with researched and credited sources.
- Several philosophy courses cover ethics. PHIL 2110G, *Introduction to Ethics*, PHIL 1120, *Logic, Reasoning, & Critical Thinking*, and PHIL 1145G, *Philosophy, Law, and Ethics*.

Additional DACC courses focus on research skills, including ethical use of information and general ethics. Faculty in other programs teach the ethical use of information specific to their disciplines or address ethics in general. Examples include:

- AHS 202: Legal and Ethical Issues in Health Care (required by six associate degree programs)
- BMGT 208: Business Ethics
- CJUS 1110G: Introduction to Criminal Justice
- DAS 125: Professional Concepts
- DHYG 217: Research Methodology
- DHYG 224: Principles of Practice
- DRFT 190: Finding and Maintaining Employment
- ECED 2110: Professionalism
- ENGR 100G: Introduction to Engineering
- FDMA 1260: Introduction to Digital Media
- FDMA 1545: Introduction to Photography & Digital Imaging
- OEEM 206: Introduction Paramedic Practice
- PHIL 1145G: Philosophy, Law, and Ethics
- RADT 100: Introduction to Radiologic Technology and Patient Care

2.E.4. DACC enforces policies on academic honesty and integrity.

The [DACC Student Handbook](#) includes two sections addressing honesty and integrity. The *Student Social Code of Conduct*, based upon ARP 5.20-5.26, asserts that “students exemplify honesty, honor and a respect of the truth in all of their dealings”. The *Academic Code of Conduct*, based upon [ARP 5.10](#), makes clear that students are expected to act ethically and demonstrate integrity. The Policy specifies what constitutes academic misconduct, including cheating and plagiarism.

A number of student handbooks in various DACC academic programs also reinforce ethical behavior:

- Emergency Medical Services
- Health Sciences Handbook’s honesty policies
- Dental Hygiene

- Nursing Program Advising Handbook
- Healthcare Assistant Program Student Handbook
- Diagnostic Medical Sonography Student Handbook

Faculty are instructed to inform students about academic misconduct on their course syllabi and are required to provide a link to the [syllabus supplement](#), which contains a statement about plagiarism, the value DACC places on the ethical use of information, and an academic integrity statement. DACC enforces policies on academic honesty and integrity published in ARP [Chapter 3, Ethics, Equity and Equal Opportunity](#) and [ARP 5.10](#). If a student is found guilty of academic misconduct, the student will be subject to disciplinary action as outlined in [ARP 5.11](#), which may include documented verbal warning, written warning, and/or disciplinary probation. Students' rights and responsibilities related to the disciplinary process are explained in [ARP 5.05, Student Grievance Procedures](#).

DACC has an Academic Conduct Officer who is the point of contact for reporting allegations. NMSU's [Office of Student Conduct and Community Standards](#) facilitates training of panel members & conduct officers as well as providing instruction on the procedures for handling student academic misconduct. DACC faculty have the ability to use Turnitin, anti-plagiarism software, to evaluate student submissions. Respondus LockDown Browser is also available within the Canvas learning management system to enforce a secure testing environment.

With emerging technologies such as generative Artificial Intelligence (AI), what constitutes academic misconduct, particularly cheating and plagiarism, can be context specific. The NMSU-System developed [sample AI statements](#) for faculty to use in their syllabi to communicate to students what is allowable in each course. Options include: broader use of generative AI permitted within guidelines, use of generative AI permitted under some circumstances or with explicit permission, and no use of generative AI permitted.

In addition, DACC has hosted a series of [professional development opportunities](#) to discuss not only the impact of generative AI on cheating and plagiarism, but also how to utilize AI to enhance learning. For example, the [AI Fall Presentation Series](#) provided resources and information for faculty to effectively utilize AI in higher education. Faculty-centered topics were presented that included creating course content and enhancing course design as well as student-centered topics for introducing AI to students to use responsibly and enhancing learning experiences.

Sources

- INTG 2A1_ARP_5.05
- INTG 2E1 ARP 11 sections
- INTG 2E1 DACC Strategic Plan 2025 Goal 2
- INTG 2E1 Funding Resources for Investigators
- INTG 2E1 Memo.Research.HRSA Grant 202296_1
- INTG 2E1 NMSU IRB
- INTG 2E2 PI training
- INTG 2E2 Research Administrative Services
- INTG 2E2 Research Compliance
- INTG 2E2 Responsible Conduct of Research Education

- INTG 2E3 Library Workshops
- INTG 2E3 NMHED Gen Ed Essential Skills
- INTG 2E4 Academic Integrity Syllabus Statement
- INTG 2E4 AI Syllabus statements
- INTG 2E4 ARP 5.10 Student Academic Code of Conduct
- INTG 2E4 ARP 5.11 Student Academic Code Procedures
- INTG 2E4 ARP Chapter 3
- INTG 2E4 DACC AI Series Presentations
- INTG 2E4 DACC Works 2024 AI sessions
- INTG 2E4 Student Conduct and Standards
- QUAL 3C2 Allocation of Effort form

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

DACC is committed to maintaining the highest standards of ethics and integrity in all of its academic and administrative operations by promoting such standards among its students, faculty, staff, administrators, and others acting on behalf of the college, and by striving to ensure a level of accountability appropriate for a public institution. The NMSU-System, of which DACC is a part, has clear policies and practices regarding fair and ethical behavior, accountability, and transparency. Clear and accurate information about the college is consistently provided through our website and in our communications with the general public, students, faculty, staff, and alumni. The Board of Regents and the DACC Advisory Board are autonomous and members do not materially benefit from their role on the board and operate in the best interest of the NMSU-System and the college.

DACC's commitment to freedom of expression and the pursuit of truth in teaching and learning is evident in the Freedom of Expression Policy and the policy on Academic Freedom. Integrity of research and scholarly practices is supported and monitored through various research review boards, the Vice President for Academic Affairs, ethics courses, library services, and training programs on responsible conduct in research. A student complaints process provides students a mechanism for reporting concerns and an Ethicspoint® system allows anonymous and confidential reporting by any DACC faculty, staff, or student, of observed or perceived misconduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Doña Ana Community College (DACC) is a part of the New Mexico State University System (NMSU-System) consisting of New Mexico State University (NMSU) and three community colleges: NMSU-Alamogordo, DACC, and NMSU-Grants. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges. Within the Assurance Argument, we will use the title DACC President unless we are referencing a job duty or other circumstance that falls within the Chancellor role.

3.A.1. DACC courses and programs are current and require levels of student performance appropriate to the credential awarded.

Faculty in each certificate and degree program develop and maintain appropriate academic standards to ensure the quality and currency of the credential earned. Program directors and department chairs are responsible for aligning curriculum and degree requirements with standards set by DACC faculty, the NMSU-System, the New Mexico Higher Education Department, and external stakeholders (e.g., industry partners, advisory councils/committees, specialized accreditors).

Well-established processes guide the work of program directors and department chairs to ensure that curriculum and degree requirements are continuously examined and revised when necessary. These processes include:

- an institutional academic program review process
- reviews by specialized accrediting agencies
- feedback from program advisory councils/committees
- a curriculum review and approval process

Academic Program Review

The [Academic Program Review](#) process is now well-established and each year all academic programs submit either an annual update or a comprehensive 5-year program review report. As part of both the annual program review update and the comprehensive program review process the Institutional Analysis and Business offices provide department chairs and program directors with performance and budget metrics specific to their program to review and analyze with their faculty. Metrics include information on student performance, faculty workload, and program cost. [Annual Reports](#) are reviewed by Division Deans. [Comprehensive Reports](#) are reviewed by the Faculty Council Program Review Committee. This committee provides feedback to and engages with the faculty from each program in conversation about the health of the program as well as opportunities for growth and improvement. Comprehensive Reports are also read by the Vice President for Academic Affairs, who engages the faculty in conversation. The process is formative and focuses on reflection and dialogue to improve the overall health of the program. More details can be found in 4.A.1.

The Program Review process contributes to courses and programs being current because it includes an annual report that allows each program to collect and analyze data, set priorities, and reflect on strengths and areas of improvement regularly, making them more responsive to student needs and emerging trends. The Program Review process asks program directors and department chairs to reflect on how they respond to external stakeholders prompting programs to determine if student performance is meeting the stakeholders' expectations. For example, the Science Department received feedback from the nursing department regarding low scores in chemistry on a placement exam. The Science Department re-assessed course content and immediate changes were made. In addition, the Science Department also developed HESI workshops, presented at the Academic Readiness Center. As a result of the updated curriculum and HESI workshops, the average Chemistry score increased from 60% to 80% ensuring that student performance was at an appropriate level to meet the standards of the Nursing program.

Specialized Accreditation

One way that program currency and appropriate levels of student performance are monitored is through specialized accreditations. Fifteen DACC programs hold [specialized accreditations](#). Each program accredited through a professional organization receives feedback from the accrediting agency when it undergoes accreditation review. Feedback reports from visiting teams suggest or mandate ways in which the program under review can make improvements and stay current in the field.

Program Advisory Councils/Committees

DACC offers career and technical education (CTE) programs and transfer programs. CTE programs and some transfer programs have advisory councils with whom they meet on a yearly or semesterly basis. These councils include membership from a variety of constituents such as: representatives from industry; faculty and staff from NMSU; faculty and staff from area public schools; and faculty, students, and staff from DACC. Advisory council members offer [suggestions](#) to improve curriculum, which in turn helps programs remain current in their respective fields. DACC also partners with NMSU to create and maintain 2+2 [transfer programs](#) in such areas as Criminal Justice and Business. The Criminal Justice partnership is maintained by meetings with NMSU CJ faculty and planning recruitment events. The Pre-Business program allows DACC students to complete the first two years of an NMSU Bachelor of Business Administration. In 2022, all four NMSU-System institutions worked together to realign the pre-business [curriculum](#).

Curriculum Review and Approval Process

Program and course proposals follow a system-wide process which is outlined in [ARP 4.81 Part 3](#). In addition, DACC provides department chairs and program directors the [DACC Curriculum Guide](#) to further explain the system-wide process and the initial steps to take prior to submitting proposals to the workflow.

Curriculum change begins with internal and/or external stakeholder recommendations. Once a proposal is formalized, the review and approval process is initiated by department/program faculty and department chairs/program directors. The proposal must be approved by the respective division dean and then forwarded to the DACC Curriculum Committee for review. The DACC Curriculum Committee is made up of two elected faculty members from each division to serve two staggered terms. Appropriate academic rigor and program relevance are key considerations in the review process. The final approval step at DACC is the Vice President for Academic Affairs, who then [presents](#) the proposal to the appropriate system-wide [governing body](#) depending on the type of proposal submitted.

3.A.2 DACC articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

DACC offers applied associate degrees, certificates, and associate degrees intended for transfer into a baccalaureate degree. Degree requirements for certificates and degrees are published in the DACC Catalog and on the DACC Website. Student learning outcomes are articulated in [course syllabi](#), on program websites, and on the DACC Academic Program Assessment [website](#). Course-level competencies are also published in course syllabi and adhere to the [Master Syllabus template](#) that all DACC instructors are required to follow.

While DACC grants only associate degrees and certificates and therefore does not articulate the skills needed for higher degrees, DACC's academic advisors help students who will transfer to a four-year institution examine the degree programs into which they will transfer. All General Education courses within the NMSU-System adhere to the state's essential skills (outcomes), which are outlined in master syllabi and on the DACC's Assessment [website](#).

3.A.3 DACC's program quality and learning goals are consistent across all modes of delivery and all locations.

DACC fulfills its mission of providing educational opportunities to residents of Doña Ana County by offering programs, classes, and support services at various locations throughout the County including two campuses and one center in Las Cruces, three centers in the southern part of the County, and two Early College High Schools (ECHS). DACC does not offer credit-bearing courses through any consortial or contractual arrangement.

Instruction at each campus/center is directed centrally by the same team of deans, directors, and department chairs, under the direction of the Vice President for Academic Affairs. Academic departments are responsible for monitoring the quality of programs and course offerings, regardless of modality or location, to ensure appropriate rigor and alignment to professional standards and/or

college and state requirements. The institution ensures this consistency through the following processes and activities:

- program-level assessment of student learning
- administration of student survey of instruction
- departmental faculty observations
- institutional faculty observations conducted by the Online Quality Assurance Team

Assessment of Student Learning

All programs at DACC engage in yearly assessment of student learning. Oversight of all instructional programs, regardless of location or mode of delivery, is centralized and overseen at the department/program level. DACC organizes its academic programs in five divisions. Each division is managed by a dean and each program is housed in a department overseen by a department chair or program director. Department chairs and program directors are responsible for assessing the quality of instruction of the courses in their programs. In practice, this means that all face-to-face courses, online courses, dual credit and ECHS courses, lab courses, and practicum courses with the same prefix, number, and course title have the same learning outcomes and course competencies.

Program outcomes and course competencies are published in course syllabi, adhering to the [Master Syllabus Template](#). For example, all sections of English 1110G have the same outcomes and course competencies, and these outcomes and competencies are published in each instructor's syllabus. Program assessment plans encompass all courses in the program regardless of teaching location and modality. Results may be disaggregated to examine if the learning is equivalent across locations and modalities. DACC does not differentiate between course outcomes based on delivery mode or dual credit options; all courses, regardless of delivery format and dual credit or ECHS options, maintain consistent learning goals and ensure appropriate and consistent academic rigor.

Student Survey of Instruction

A student [survey of instruction](#) is administered to every class, regardless of location or modality, each semester through Canvas. Course-level reports are sent to individual faculty as well as to department chairs/program directors. This system-wide survey is qualitative in nature and asks students to identify the instructors' greatest strengths and opportunities for enhancement. Faculty are asked to respond to data that suggest opportunities for improvement when they set goals as part of the annual evaluation process. Reports are separated by modality, online or face-to-face, making it easier for individual faculty and department chairs/programs directors to compare results for the two modalities and make changes as warranted by the data.

Faculty Observations

Full and part-time faculty, including dual credit and ECHS faculty, are [observed](#) on a regular cycle under the direction of their supervisors. The purpose of the observation is to provide formative feedback to faculty and ensure high quality instruction that is consistent regardless of faculty person, location, or mode of delivery. Classroom observations are conducted for all full-time faculty. Full professors are observed once every three years, unless circumstances suggest that more frequent observations may be useful. All other full-time faculty are observed annually. The process for evaluating part-time faculty is formative and designed to provide opportunities for self-reflection and conversation. This process also prompts ideas for professional development activities to support part-time faculty.

Online Quality Assurance Team Observations

Observation forms specific to modality are used to account for the difference in teaching a face-to-face class versus an online class. In 2022, an updated [online observation form](#) was developed by the Online Quality Assurance (OQA) Team to more closely align with the [OQA plan](#) and professional development tracks. Full-time faculty include their observation reports from their supervisors in their annual evaluation notebook and promotion and tenure portfolios, along with an explanation of how they responded to the feedback, if applicable. Observation feedback reports for part-time faculty are given to the faculty member and a copy is kept in the department files. Part-time faculty have the opportunity for a face-to-face discussion with their department chair or program director, or faculty observer about the report to prompt improvement activities, thereby enhancing the quality of instruction.

Sources

- EVAL 4A1 Program Review SOP
- INTG 2B1 Specialized Accreditations
- MISS 1B3 22SU-COMB-FILES-ADV-CT-AUTO-07-22-2022
- QUAL 3A1 Annual Academic Program Review Example EDUC
- QUAL 3A1 ARP 4.81-B Community College Approval Sequence
- QUAL 3A1 ARP481 Academic Programs of Study
- QUAL 3A1 CCAVP_Minutes_September 26 2022_2022.09.27
- QUAL 3A1 Comprehensive APR Science BIOLCHEM Example
- QUAL 3A1 Curriculum Guide
- QUAL 3A1 DACC Articulated Programs of Study
- QUAL 3A1 PreBusiness Roadmap
- QUAL 3A2 Academic Program Assessment website
- QUAL 3A2 ENGL 1110 Master Syllabus 2022
- QUAL 3A2 General Education Assessment
- QUAL 3A2 Master Syllabus Template Spring 2023
- QUAL 3A3 Classroom Observation Form
- QUAL 3A3 DACC Online Quality Assurance Plan
- QUAL 3A3 Online-Course-Checklist
- QUAL 3A3 Student Survey of Instruction

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 DACC's general education program is appropriate to the mission, educational offerings and degree levels of the institution. DACC articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

DACC's General Education (GE) Program includes multiple discipline areas, departments, and courses, addressing DACC's mission to "[provide] educational opportunities for a diverse community of learners in support of academic interests, workforce development, and economic growth." New Mexico's updated [GE model](#) focuses on "the essential skills that are needed by today's college graduates to be successful as they pursue advanced degrees and/or careers." DACC's GE curriculum is designed to provide all students with a broad foundation and common framework upon which to develop knowledge and skills, social consciousness, and respect for self and others, thus enabling them to function responsibly and effectively now and in the future.

All GE courses at DACC are designated as "G" courses and articulate across the state. All "G" courses undergo an application and approval process through the NMSU [General Education Course Certification Committee](#). Once a course proposal is approved by the NMSU GECCC, the proposal is submitted to the New Mexico Curriculum and Articulation Committee for state GE certification. To date, all internally approved GE courses forwarded for state certification have been approved by the state. Re-certification will take place on a six-year rolling cycle.

DACC articulates and publishes general education learning outcomes (essential skills) on the [Assessment website](#). Course GE learning outcomes, course objectives, and course rationales are articulated and published in course syllabi.

3.B.2 DACC’s program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the DACC believes every college-educated person should possess.

DACC’s General Education (GE) program is grounded in the state of New Mexico's General Education Curriculum. Statewide adoption of a revised GE curriculum in 2018, with required implementation by August 2019, focused on development of essential skills and attitudes that every college-educated person should possess. The current [GE curriculum](#) requires that associate degrees have at least 31 credits of GE courses and associate of applied science degrees have at least 15 credits of GE courses.

The GE curriculum includes 6 content areas: Communication, Mathematics, Science, Social and Behavioral Science, Humanities, Creative and Fine Arts, and 5 essential skills: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each content area must include 3 essential skills. Each essential skill has a set of [component skills](#) (i.e., learning outcomes). The essential skills cover broad knowledge and intellectual concepts that every college-educated person should know.

<p>Communication</p> <ul style="list-style-type: none"> • Communication • Critical Thinking • Information and Digital Literacy 	<p>Mathematics</p> <ul style="list-style-type: none"> • Communication • Critical Thinking • Quantitative Reasoning 	<p>Science</p> <ul style="list-style-type: none"> • Critical Thinking • Personal and Social Responsibility • Quantitative Reasoning
<p>Social and Behavioral Science</p> <ul style="list-style-type: none"> • Communication • Critical Thinking • Personal and Social Responsibility 	<p>Humanities</p> <ul style="list-style-type: none"> • Critical Thinking • Information and Digital Literacy • Personal and Social Responsibility 	<p>Creative and Fine Arts</p> <ul style="list-style-type: none"> • Communication • Critical Thinking • Personal and Social Responsibility

3.B.3 The education offered by DACC recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

DACC is uniquely situated in a tri-state area on the border of southern New Mexico, west Texas, and northern Chihuahua, Mexico. The state, county, and city in which the institution is located are all minority-majority populations. One of our satellite centers, Sunland Park, is located on the borders of Texas and the Mexican state of Chihuahua, with Ciudad Juarez adjoining it on the south and El Paso, Texas on the east. In essence, the very nature of our geographic locations and student populations speak to the human and cultural diversity of the world in which our students live and work. Moreover, we recognize the world is ever-changing, and appreciation for human and cultural diversity is imperative to successfully navigating an increasingly global society.

Consistent with the [DACC Strategic Plan Objective 4.1](#) Embrace Diversity as an Asset, DACC

students are provided a variety of opportunities within and across departments and programs to recognize human and cultural diversity and to develop lifelong skills that enable them to live and work in a multicultural world. This occurs both within the GE curriculum and within degree programs as well as through the co-curriculum.

The GE curricula's Personal and Social Responsibility essential skill focuses on intercultural reasoning/competence and civic discourse/engagement (local and global). For example, all associate degrees require ENGL 1110G. ENGL 1110G instructors routinely assign paper topics that address diversity, equity, and inclusion. Other GE disciplines that specifically focus on diversity include anthropology and sociology (cultural diversity, religious diversity), history, government, and philosophy (political and philosophical diversity), biology (biodiversity), and business management (diversity in the workplace).

The English department offers Writing in the Humanities & Social Sciences classes, themed courses which often focus on human diversity and multi-culturalism. One such example is the themed course "Indigenista Narratives of the Américas" where students develop a fundamental understanding of indigenous concepts, including indigenismo, colonialism, and testimonio, through lectures, instructional videos, assigned readings, and discussions. Another example, the subtitled course: The "[Border Experience](#)", focuses on how the U.S-Mexico border is portrayed in media, literature, music, and art.

In addition to courses that address diversity, DACC offers opportunities outside of the classroom to help students and staff understand the importance of human and cultural diversity. The DACC Dental Programs offer students opportunities to provide dental hygiene care for the local community which provides students with opportunities to interact with and apply learned skills with a diverse and dynamic population. The DACC Cultural Diversity Committee sponsors activities to which students and faculty are invited. The "Week of Remembrance" celebrates Dia de los Muertos (Day of the Dead), a Mexican holiday that honors loved ones who have passed; this event has expanded to three of our campuses. The Cultural Diversity Committee collaborates with the Union Club, a student club, to create and display altars that educate the student population about the holiday's cultural significance. Other groups on campus, such as the Equity Group, are also addressing diversity and equity issues in higher education including conversations about gender equity using the movie *Barbie* as the prompt for discussion.

The institution has been deliberate in its recognition of student (and faculty) diversity, and in capitalizing on related designations such as its status as a Hispanic Serving Institution. The institution does so first by ensuring that professional development and student programs explore multiple aspects of our community's diverse community strengths. Examples of this include the Library's Hispanic/Black History programs; Equity Diversity Inclusion Awareness and Action Series- Implicit Bias Training (faculty-led); and DACC Works Sessions related to DEI.

DACC has been awarded several grants or participates as an affiliate in programs focused on preparing our diverse student population for succeeding in academic environments and in the workforce. These include the Title III HSI Grant with the purpose of assisting students through academic advising, STEM course improvement, and peer mentoring. The NSF IUSE HSI Grant (ELSOL) will provide professional development for mathematics faculty to deliver equitable teaching strategies and will prepare students with experiential learning to develop applicable skills. As an ALRISE Alliance Affiliate, a faculty cohort seeks to improve outcomes for Hispanic students in STEM.

3.B.4 DACC's faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Faculty and students contribute to scholarship, creative work and the discovery of knowledge as appropriate to the community college mission. There are numerous examples of faculty and students engaging in scholarship and creative activities:

- Students in some Biology and Chemistry sections have the opportunity to participate in CUREs (course-based undergraduate research experiences).
- Since the 2017/2018 academic year [SkillsUSA](#) has supported 125 students, from seven different CTE programs to develop and showcase their personal, workplace, and technical skills.
- The [Creative Media Technology](#) students create professional level video marketing campaigns for DACC, gaining real-world experience in their field. They also create promotional [flyers](#) for DACC events.
- Hospitality majors complete an internship course at local partner hotels and restaurants, which connects academic theory with real world experiences.
- Psychology students are assigned a paper to 1) learn how research is a foundation in studying human behavior and 2) develop critical and creative thinking skills in the context of psychology.
- [Culinary Arts](#) students have the opportunity to display both their creative work and their scholarship by catering weekly lunches and other events.

Faculty engage in scholarship and creative activities as they seek to revise and refine their teaching to impact student learning and success. In particular, the promotion and tenure process requires faculty to set teaching goals including assessment goals, to seek professional development as a means for achieving those goals, and to provide evidence of how implemented strategies impacted student learning. Many faculty members regularly present strategies they are implementing at local, regional and national conferences, and a small subset of faculty publish research on teaching as well as in discipline specific journals and magazines.

Sources

- QUAL 3A2 General Education Assessment
- QUAL 3B1 NM General Education Certification Guidelines and Instructions
- QUAL 3B1 NM General Education Curriculum NMHED
- QUAL 3B3 Strategic Plan Goal 4
- QUAL 3B3 The Border Experience Syllabus
- QUAL 3B4 Assessment Tea flyer
- QUAL 3B4 Creative Media Photos
- QUAL 3B4 Culinary Meals
- QUAL 3B4 Skills USA Summary 2017-2023

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 DACC strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As a designated Hispanic and Minority Serving Institution with over 70% of the student body identifying as Hispanic, DACC takes seriously its commitment to diversity, equity, and inclusion. This declaration is evidenced by the institutional Equity Statement:

DACC “commits to fostering a sense of belonging for all students, faculty, and staff. We pledge to create an accessible, inclusive, and welcoming environment that values diverse backgrounds, experiences, and perspectives. Our shared responsibility is to treat all members of the DACC community with equity, compassion, and dignity. We work to reduce barriers to ensure that historically and socially marginalized populations have opportunities to flourish. DACC will continue to educate our community on practices that support equity, inclusion, and diversity.”

This Equity Statement, coupled with DACC’s mission, are declarative in specifying its purpose to educate a “diverse community of learners” in of the state of New Mexico, and to make significant contributions to workforce development and economic growth. DACC is positioned through geography, demographics, and mission to provide high-quality education to a diversity of constituents, including those from underserved populations.

As an equal opportunity employer, DACC has an [affirmative action plan](#) to recruit and hire staff in proportion to their representation in the qualified relevant labor market. The goal of the affirmative action plan is equal utilization. DACC continuously monitors recruiting, hiring, promotion, transfer,

termination, and compensation practices to ensure nondiscriminatory polices are followed. In the 2022-2023 academic year, staff demographics more closely mirrored the college's student population than faculty demographics.

Race/Ethnicity	Students	Full Time Faculty	Part Time Faculty	Full Time Staff	All Faculty and Staff
U.S. Nonresident	2.2%	1.7%	4.2%	0.0%	2.4%
Hispanic/Latino	71.1%	42.9%	39.9%	77.7%	53.0%
American Indian or Alaska Native	1.7%	1.7%	0.3%	0.0%	0.5%
Asian	0.9%	5.0%	1.0%	0.9%	1.7%
Black or African American	1.9%	3.4%	2.3%	1.9%	2.4%
Native Hawaiian or Other Pacific Islander	0.2%	0.0%	0.0%	0.0%	0.0%
White	18.5%	43.7%	41.2%	19.4%	34.5%
Two or more races	1.4%	1.7%	2.3%	0.0%	1.4%
Race and ethnicity unknown	2.0%	0.0%	8.8%	0.0%	4.2%

*Based on IPEDS reporting for 2022-2023

3.C.2 DACC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

DACC faculty and staff have the capacity to deliver effective, high-quality programs and student services. DACC faculty and staff are trained, available, and committed to serving students from their point of entry to graduation. Collectively, the faculty represented below oversee curriculum, determine standards for student performance, evaluate student performance, assess student learning and establish standards for academic credentialing of instructional staff.

Fall 2023 Faculty

Full-Time Faculty	122	30%
Part-Time Faculty	284	70%
All Fall 2023 Faculty	406	100%

DACC organizes its academic programs within five distinct divisions: Advanced Technologies; Arts, Humanities, and Social Sciences; Business and Public Services; Health Sciences; and Science, Engineering, and Mathematics. Each division is managed by a dean and each program is housed in a department overseen by a department chair or program director. Department chairs and program directors manage and coordinate curriculum for their respective programs.

Faculty [allocation of effort](#) is monitored at the college and department level and addresses, at a minimum, four areas:

1. Teaching and advising or its equivalent
2. Scholarship and creative activity
3. Service
4. Extension and outreach

Divisions and departments may include additional areas and all allocation of effort must total 100%. Full-time faculty work with their department chair or program director to determine an allocation of effort that respects the individual faculty's strengths and interests, while simultaneously balancing department and college needs. Temporary and term faculty are hired based on specific needs.

Service components include faculty appointments to department, division, college, and NMSU system-wide committees; participation in Faculty Council; and/or sponsoring of student organizations. While curricula development and assessment are embedded in the teaching allocation component, service on curriculum, assessment, and other committees ensures faculty oversight of curriculum; assessment of student learning; standards for academic credentialing; and other matters that relate to the academic mission of the institution.

There are sufficient numbers of faculty to serve student needs. When data suggest the need for additional faculty lines, department chairs and program directors in collaboration with their respective deans submit a budget request through the budget request process (discussed in detail in Criterion 5). Data to support each request is required and then presented to the President's Cabinet for review. Once approved, the position is posted on the NMSU-System employment website, as well as in discipline-specific publications. Part-time faculty are hired by department chairs and program directors based on a resume, transcript, letter of intent, and interview. Because DACC is located in a city that has a 4-year research institution qualified and experienced faculty are often readily available.

3.C.3 DACC instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

Faculty at DACC are appropriately credentialed for teaching in their discipline. [ARP 6.50](#) requires that instructors of record (including temporary and term faculty and faculty teaching dual credit) meet minimum credentialing requirements as described by the HLC Assumed Practice B.2 Faculty Roles and Qualifications.

Human Resource Services (HRS) provides guidance for each step in the search and hiring process. Faculty searches are conducted by search committees, typically composed of faculty members. Hires must be approved by the Vice President for Academic Affairs. Academic credentials for faculty are initially evaluated at the time of hire. DACC Academic Affairs has developed an [SOP](#) outlining the process for verifying both new hire and continuing faculty credentials. Beginning Fall 2021, DACC faculty teaching assignments were monitored via an NMSU-Analytics (Cognos) report that provides faculty credentials and teaching assignments in one table. For example, the report shows that all of the faculty teaching [Creative and Fine Arts](#) General Education courses have a masters or higher in the discipline in which they teach while the faculty teaching [Chemistry](#) include both those with a masters or higher in Chemistry as well as those with a masters or higher in another field and at least 18 graduate credit hours in Chemistry.

In many of the college's Career and Technical Education (CTE) programs, such as [Water Technology](#) and [Diagnostic Medical Sonography](#), faculty credentials include a combination of education, training, and tested experience. In other CTE areas, such as [Radiologic Technology](#) and [Accounting](#), some faculty have earned a Bachelor's degree or higher in the discipline in which they teach. Documentation of faculty qualifications is housed electronically in the Banner Document Management Suite (BDMS). Continued enhancements to the BDMS include electronic records of official credentials and systematic approval and coding of approved equivalent tested experience.

Many dual credit courses are taught by DACC faculty either on-site at the high school or online. For those courses that are taught by affiliate faculty employed by the high school, the instructors must meet the same credentialing requirements as DACC faculty. DACC does not provide or receive any instruction through contractual or consortial programs.

3.C.4 DACC instructors are evaluated regularly in accordance with established institutional policies and procedures.

[ARP 9.31](#) outlines requirements and practices related to faculty employment and provides guidelines and requirements for annual review. The ARP allows for colleges to determine procedures and timelines. In 2019, HRS announced that effective 2020 NMSU would move to a calendar year review period for all employees. For faculty, DACC develops its own format, process, and timeline within the cycle. Departments may articulate more specific requirements, but all include annual [evaluation of faculty](#) by the department chair or program director. Faculty members set annual goals that reflect where and how they intend to spend their time. At the end of the calendar year, faculty report on their accomplishments relative to the goals they set as well as to their additional accomplishments and activities. Evaluation is based on the four criteria listed in ARP 9.31. The faculty's body of work is then evaluated by the direct supervisor, division dean, the Division P&T committee (if the faculty member is pre-tenure), the VPAA, and the President. Any faculty member applying for a promotion or for tenure is also evaluated by a committee of peers from the College (i.e. College P&T Committee). Once reviewed and approved by the respective dean, department chair/program director and dean meet (and appropriate P&T committee if applicable) with individual faculty members to discuss the evaluation.

The evaluation process allows for each faculty member to receive feedback annually on progress made toward promotion or tenure from supervisors, peers, and administration. Using the feedback provided by supervisors and peers, and from students through the student survey of instruction, faculty members have the opportunity to respond in ways that best meet their own needs, the needs of the institution, and most importantly, the needs of students.

Full-time and part-time faculty members are [observed](#) on an annual or biennial basis by department chairs or program directors. Part-time faculty may be observed by full-time faculty in their department. Observations are conducted in-person or [online](#), depending on modality.

3.C.5 DACC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

DACC's annual review processes ensure instructors remain current in their disciplines and adept in their teaching roles. Faculty are instructed to cite accomplishments in the areas of teaching and advising; scholarship and creative activity; extension and outreach; and service. Department chairs are instructed to provide "specific evaluative comments" regarding the same. ARP 9.31 specifies that materials to be considered in the evaluation of teaching should include evidence a) from the instructor, b) from other professionals, c) from students, and d) of student learning.

[ARP 9.36](#) outlines post-tenure review procedures and requires tenured faculty to receive annual reviews that recognize both exceptional performance and serious deficiencies. Recognition is rewarded as determined by the college, whereas consistent serious deficiencies require a remedial program for correction. ARP 9.36 "is particularly concerned with the quality of teaching."

DACC encourages, supports, and requires that faculty stay current in their disciplines. Faculty most commonly stay current in one of four ways:

1. By earning industry certifications
2. By earning continuing education credits
3. By earning advanced degrees
4. By attending conferences and meetings

To support these efforts, DACC allocates funds for professional development/travel to each full-time faculty member. The institution has committed [supplemental funds](#) in the past two years to support professional development and innovation. DACC Faculty Council supports additional funding requests for professional development. Programs and departments can spend a portion of their budget to ensure that faculty in their programs remain current in their field. Part-time faculty can request funds to support professional development from Faculty Council. The Assessment Committee is also committed to [supporting part-time faculty](#) and has sent part-time faculty across the divisions to the New Mexico Higher Education Assessment and Retention Conference (NMHEAR) each year for the past several years. CTE instructors have access to additional funds for technical training through the Carl Perkins grant. Other grants recently awarded to DACC provide smaller scale funding for professional development (e.g. the Exito grant).

NMSU and DACC provide opportunities for free professional development and training, supporting quality instruction for in-person and digital instruction. The [NMSU Teaching Academy](#) provides robust professional development in classroom and online teaching, scholarly writing, diversity, and

career enhancement through workshops, short courses, resources, and services. Digital Learning is devoted to distance education and online teaching: Academic Technology provides workshops and instruction specific to the learning management system, and Enterprise Instructional Technology Administrators and Instructional Designers provide ongoing training and learning groups for online course support, such as through the Monday Mentor Resources and the Academic Technology Open-Lab.

DACC offers professional development opportunities internally through the Teaching and Learning Committee (TALC); the annual [DACC Works](#) internal conference; and other activities promoted through the [Learning Resource Network](#). The Teaching and Learning Committee advocates for and promotes professional development workshops specific to enhancing instructors' ability to be effective teachers. The Faculty Affairs Committee sponsors one professional development day each year (DACC Works) to which all full and part time faculty and staff are invited. Workshops are offered that present best practices for teaching and supporting students in a community college.

DACC has recently made tremendous strides to ensure faculty have opportunities for professional development in online teaching, particularly during the pandemic. The Online Quality Assurance (OQA) committee conducts course reviews as part of professional development through which faculty can have their courses [OQA certified](#). The [Online Quality Assurance Professional Development Plan](#) was introduced in 2019 with revisions in 2021 to provide all faculty foundational professional development to teach online courses and advance in creating online courses with best practices and course alignment.

Each semester at [convocation](#) meetings, full and part-time faculty, including dual credit faculty, receive instruction and professional development relevant to college services and institutional updates. Updates are provided by the President and Vice Presidents of Student Services; Assessment and Accreditation; Academic Affairs; Business and Finance; and Strategic Initiatives and Relationships. Program or department specific meetings are scheduled periodically throughout the year to train all faculty on elements common to courses within the program, regardless of location or mode of delivery. These meetings are run under the direction of the department chair/program director and are often facilitated by faculty. Finally, all full-time NMSU-System faculty have the opportunity to take up to 6 credits each semester tuition free at any of the NMSU-System colleges. Faculty have earned advanced degrees from NMSU through this benefit.

3.C.6 DACC instructors are accessible for student inquiry.

DACC is committed to student success and thus supports ensuring that instructors are accessible for student inquiry. This is accomplished through several mechanisms:

- Office Hours – [ARP 6.86](#) requires that “[e]ach faculty member is responsible to have office hours clearly posted and to be present during those times.” DACC requires full-time faculty to hold office hours. Each department or program establishes the number of required hours and modality. Part-time faculty are encouraged to hold office hours and are provided space to do so. Part-time faculty use the statement, “office hours are by appointment” on their syllabus, and typically use a division office phone number for phone messages because they do not have an office phone number for students to call.
- Contact information in syllabi – Faculty members are required to publish their contact information in their syllabi, including a phone number and an email address. DACC’s learning

management system, Canvas, also has a messaging tool, which allows students to easily contact their instructors.

- Academic Advising – CTE and transfer program faculty serve as academic advisors to students in their programs and hold extra office hours during registration to accommodate student appointments.
- Academic Readiness Center (ARC) - Faculty who teach general education courses are encouraged to volunteer to tutor/assist students in the ARC. These faculty support the peer tutors at each center and are available to answer questions of students and tutors alike. A few full-time faculty have their offices in the ARCs and make themselves available to help any students who visit.

3.C.7 DACC staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

ARP chapter 6 provides guidance to hiring, work rules, and assignments. DACC employees that provide support services to students possess credentials and experience relevant to their positions. [ARP 6.20](#) includes processes that "create a safe and secure workplace" and that ensure employees are "qualified to perform the duties and responsibilities of the positions they hold..."

Student support service staff, such as tutors, financial aid advisors, academic advisors, and co-curricular activity coordinators, are appropriately qualified, trained, and supported in their professional development. Establishing requirements begins with the hiring process. Position announcements include minimum and preferred qualifications, and new staff undergo a probationary period. Staff are encouraged to attend conferences that help them stay abreast of best practices in their field. Financial aid advisors attend meetings to stay abreast of federal regulations that pertain to Title IV.

The following list specifies qualifications of student support position staff that directly impact student success:

- [Admissions advisors](#) are required to hold a minimum of a bachelor's degree and have knowledge of the college and its academic programs, support services, and recruitment strategies.
- [Academic advisors](#) are required to hold a minimum of a bachelor's degree and have knowledge of academic standards, recruitment, and retention. They have knowledge of academic program requirements.
- [Financial aid advisors](#) are required to hold a minimum of a bachelor's degree and have knowledge of federal and state laws, regulations, and policies pertaining to student financial aid.
- [Tutor coordinators](#) are required to hold a minimum of a bachelor's degree and have knowledge of tutoring methods and materials. In addition, tutors and tutor coordinators are certified through the College Reading and Learning Association.
- [Student Success Advocates](#) are required to hold a minimum of a bachelor's degree and have knowledge of college and community resources.
- [DACC Library staff](#) are appropriately credentialed. Librarians specialize in either public, technical, or access services, hold a Master's degree, and have at least three years of job-related experience.

- DACC Computer Support staff attend internal bi-yearly training based on new products, processes and procedures to be implemented for the following semester or new school year. Additional training is also available through NMSU-Las Cruces, as well as contracted vendors. The most recent training was Microsoft Office365 defender and JAMF the Mobile Device Management System.

Full-time NMSU-System staff have the opportunity to take up to 6 credits each semester tuition free at any of the NMSU-System colleges. Staff have earned advanced degrees from NMSU through this benefit.

Sources

- QUAL 3A3 Classroom Observation Form
- QUAL 3A3 DACC Online Quality Assurance Plan
- QUAL 3C1 Affirmative Action Plan website
- QUAL 3C2 Allocation of Effort form
- QUAL 3C3 ARP 6.50
- QUAL 3C3 Faculty Credentials SOP 2024
- QUAL 3C3 HR-524 Faculty Data ACCT
- QUAL 3C3 HR-524 Faculty Data CHEM
- QUAL 3C3 HR-524 Faculty Data DMS.pdf
- QUAL 3C3 HR-524 Faculty Data GE Area 6
- QUAL 3C3 HR-524 Faculty Data RADT
- QUAL 3C3 HR-524 Faculty Data WATR.pdf
- QUAL 3C4 Annual Performance Evaluation
- QUAL 3C4 ARP 9.31 Faculty Evaluation
- QUAL 3C4 Online Quality Assurance Course Observation Form
- QUAL 3C5 Allocation Distribution FY23 and FY24
- QUAL 3C5 ARP 9.36 PostTenure Review
- QUAL 3C5 Convocation_Spring 2023
- QUAL 3C5 DACC OQA Certified Courses
- QUAL 3C5 DACC Works Conference 2023
- QUAL 3C5 Learning Resource Network
- QUAL 3C5 NMHEAR Part-Time Faculty
- QUAL 3C5 NMSU Teaching Academy.pdf
- QUAL 3C6 ARP 6.86
- QUAL 3C7 Academic Advisor Position Description
- QUAL 3C7 Admissions Advisor Position Description
- QUAL 3C7 ARP 6.20.pdf
- QUAL 3C7 Financial Aid Advisor Position Description
- QUAL 3C7 Library Staff Position Description
- QUAL 3C7 Student Success Advocate
- QUAL 3C7 Tutor Coor Position Description

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. DACC provides student support services suited to the needs of its student populations

DACC provides services that support our students in their efforts to attain a certificate or associate's degree. Almost 95% of DACC students are from New Mexico and most reside in Doña Ana County. As detailed in 1.A.4, the County is majority Hispanic (67%), has a relatively high poverty rate (25%), and a relatively low bachelor's degree attainment rate (29%). While Las Cruces has a lower poverty rate and higher bachelor's degree attainment rate than the County average, the southern part of the county experiences higher poverty rates and lower educational attainment. For example, Anthony, NM, where the Gadsden Center is located, has a poverty rate of 38% and bachelor's degree attainment of 10%. Doña Ana County's demographics are critical to understanding the support services that DACC students need.

DACC offers resources to strategically support student learning inside and outside of the classroom, including library services, tutoring, computer labs, [iPads](#), wrap-around services, and traditional [student services](#), such as admissions, orientation, academic advising, financial aid, and student accessibility services.

The [DACC Library](#) provides important services that demonstrate a commitment to students. Library staff are available by invitation to conduct classroom visits to instruct students on research methods, research tools (e.g. databases), and documentation of source material. The library provides guides and resources on the website related to research and the ethical use of information. The library provides online support via chat and email and makes available through the internet a wealth of materials, including database articles, e-books and streaming video. Library staff also deliver requested materials to faculty and staff.

Academic Readiness Centers ([ARC](#)) are located at four of DACC's campuses/centers: the East Mesa Campus, the Espina Campus, the Gadsden Center, and the Sunland Park Center. Services provided through the ARC include peer and in-class tutoring, academic and student services workshops for students, and professional development for faculty and staff. All tutors are certified by the College Reading and Learning Association (CRLA). Space is available for small group study sessions and office hours for full and part-time faculty. A computer lab resides in the ARC at the Espina Campus

and the student computer lab at the East Mesa campus is next door to the ARC. A group of faculty (many of whom have offices in the ARC) and ARC staff are all dedicated to making the ARC an inviting place for students to get the academic support they need. The ARC Team makes recommendations and implements projects to this end.

[DACC Thrive](#) is the umbrella for an array of wrap-around services, such as AVANZA (Spanish for “Advance”), which connects students to community resources. [AVANZA](#) is an integrated services program designed to provide academic and non-academic supports for students in low-income circumstances, particularly those with young children. AVANZA provides mentoring, career exploration and career readiness instruction, “just-in-time” information sessions and connections to community services, including food pantries and childcare resources. AVANZA has four Student Success Advocates that operate out of the Las Cruces and south county centers. Advocates actively support students in addressing personal and academic barriers to success. In 2023, the college opened its “Comfort Casita”, DACC’s first in-house food pantry at the Espina Campus, which welcomes all students, staff, and faculty.

In addition to AVANZA, DACC has committed to investing in other staff positions to provide more robust support for students. During the pandemic, DACC hired a full-time counselor and a full-time social worker, as well as converted its contact tracing position to a full-time public health specialist. These employees form a team that addresses crisis situations, and develop and implement programs to support overall health and wellness among DACC students.

3.D.2. DACC provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

DACC’s commitment to student success is demonstrated in the support and information offered from the moment a student is admitted. DACC’s Admissions staff guide students through the application process and connect them with the testing center and academic advising. At the height of the pandemic in Fall 2020, the testing center was not available to students, so the Math and English departments sought alternative placement processes, such as the Math Placement Exam (MPE) and Directed Self-Placement, respectively. These processes evolved into holistic [multiple-measure placement guidelines](#) for Math. English prioritizes high school GPA as the [primary measure](#) for determining placement. Secondary and tertiary measures include standardized or placement test score, or high school English grades. Students can also take a writing placement survey, which provides them with the agency to decide which writing course is best for them. All of this information is provided to students during the online new student orientation, including course profiles, the writing placement survey, and Math Placement Exam. Both English and Math broadened access for students to be placed into their gateway courses.

The English department offers CCDE 110 General Composition, a developmental course which incorporates an integrated reading and writing (INRW) curriculum. This course prepares students for English 1110G Composition by engaging them in active reading to better inform their writing. The goal of the course is to introduce and enhance reading skills and prepare students for college level writing. Courses are offered in face to face, hybrid, and online modalities. Students can self-place in the course or are placed by an advisor based on the English department’s multiple measures approach to writing placement described above.

The English department also offers a CCDE 110 and ENGL 1110G Integrated course which allows students to take both courses in the same semester. Students complete CCDE 110 in the first eight weeks of the semester and transition to ENGL 1110G during the last eight weeks. This is an eight-credit course that allows students to accelerate through their English requirements. It is taught online and in a hybrid format.

The Math department offers multiple options for student progress through developmental math including: Emporium, Integrated, Accelerated, and stand-alone courses. The “Emporium” style of mathematics courses, offered via the following instructional modalities: synchronous lecture via Zoom; asynchronous lecture; or as a hybrid (in person class meeting once a week plus online work). In Emporium courses students may accelerate through the developmental mathematics sequence, completing multiple math courses in one semester. Or, they may choose to follow a traditional timeline, completing just one course. The instructor gives brief lectures, and students have time to work in class with the guidance of an instructor and an embedded tutor. Students are required to complete and pass the departmental final exam for each course if following the multiple course route. A contract is filled out by both the student and the instructor, and the student is told they may be moved from one course to another, depending on which course (the highest) that they complete. The student is awarded credit for the highest level course completed. The Math department also offers integrated courses, combining developmental and college-level math in a semester long course, as well as accelerated courses (primarily for specific majors) which are offered as mini-semesters.

Services for students with disabilities are available through the Student Accessibility Services ([SAS](#)) Office where accommodations for learning support are provided. The SAS office provides note takers, braille, sign-language interpreters, talk-to-type software, read aloud software, testing facilities, magnifying software, etc. Academic support, including tutoring and content workshops are offered through the Academic Readiness Centers (see 3D1).

3.D.3. DACC provides academic advising suited to its offerings and the needs of its students.

The [Academic Advising Center](#), staffed by qualified and committed advisors, provides support to students, advisors, and faculty by presenting information in readily understandable formats. There has been a full-scale transition to a caseload academic advising model. Each student has at least one assigned advisor. In some academic programs, particularly in CTE, the assigned advisor is a faculty member. The [Who is My Advisor?](#) site provides information about advising by academic program. Valuable [tools](#) are available online that can be used by students and their advisors.

The NMSU-System implemented EAB Navigate, a system-wide retention tool that allows DACC to create a holistic and streamlined network of care for undergraduate students. In Fall 2021, Navigate Early Alert System replaced NMSU’s previous system, allowing faculty to submit [early alerts](#) for academic and non-academic concerns. When a concern is submitted, an academic advisor reaches out to the student to provide support and/or connect the student to appropriate resources. All students issued an alert receive at least one phone call, email, and text message.

Navigate maintains academic advising notes for student interactions. Increased access to student academic information (e.g. number of failed classes, number of repeated classes, completion rate, GPA, unofficial transcripts, class schedule, grades) aids advisors (and faculty) in making informed degree planning recommendations to students, and allows advisors (academic and financial) to develop tailored communication strategies for targeted student populations. For example, mass

emails by student type, appointment campaigns, and text messages are now possible.

3.D.4. DACC provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

Infrastructure at DACC is planned around the needs of students and how to best support their learning. Existing resources include up-to-date computer labs, science laboratories, specialized CTE laboratories, clinical sites for the allied health programs, libraries, and performance spaces. Processes for planning for new infrastructure and updating existing facilities are explained in 5.A.1.

DACC's Computer Support department is staffed at five DACC locations, with part-time and remote support to the Chaparral Center. The East Mesa and Espina Campuses are staffed by four computer technicians each, while Sunland Park and Gadsden Centers are staffed by one technician and one part-time assistant. The Workforce Center is staffed by one computer technician and additional support is provided when necessary. The network and telecom infrastructure are supported by a network developer and telecom technician. The system developer manages the server infrastructure at all locations and the senior systems analyst provides desktop management and technician supervision. The DACC Computer Support department also works closely with the NMSU IT department.

Open computer labs are available at each of the locations for student and community use. Software packages used in various programs are installed on the computers in the computer labs. This provides students with the opportunity to do schoolwork at the institution, a necessary service for students without technology at home. In 2020, to further expand access to technology, DACC began distributing iPads to incoming students. Over 6000 students have received iPads through this program. In addition, the open labs are equipped with printers, scanners, and assistive technologies, such as braille readers, screen magnifiers, and audio readers. Lab usage is tracked on an hourly basis and the data is used to adjust the hours the labs are open and the quantity of computers necessary to provide adequate support for the students. Wi-Fi is also available for student use at all locations. Each semester additional Wi-Fi drops are added to support the increase in demand. During the pandemic, the college took steps to increase Wi-Fi capability, including providing Wi-Fi access in parking lots.

Computer Support has procedures in place to upgrade and install software on a semester-by-semester basis to adjust for the subject matter taught in each classroom and works with software companies, such as Microsoft, Autodesk, and Adobe, to take advantage of free and discounted software prices offered to institutions of higher education. Instructional classrooms and computer classrooms are equipped with instructor computer stations and projectors, Apple TVs, and printers (in the computer classrooms). Each full-time faculty member is assigned an office computer that is upgraded on a regular refresh cycle. Classroom IT equipment and office computers are also on a scheduled replacement cycle to ensure up-to-date equipment is in place to meet the needs of the learning environment. Software, web-hosted sites and licensing are coordinated with faculty and academic departments so that all necessary software, plug-ins, add-ons, and prerequisite software are installed on and configured in the classroom computers before each semester starts.

Biology, chemistry, physics, and astronomy classes each have dedicated laboratory space for laboratory classes. To expand science offerings in the south county, construction on a new building at the Gadsden Center began in 2019 and was completed in 2020. Art classes are taught in studio

classrooms and students enrolled in ceramics classes have access to a fully functioning ceramics lab, including a kiln. Students in theater classes have access on the East Mesa Campus to a performing theater, as well as common spaces at each location to produce live theater events each semester.

Each of DACC's CTE programs have their own classrooms and laboratories to teach students on the most up-to-date equipment. With access to Carl Perkins funding, CTE programs continue to acquire cutting-edge technologies even in times of overall economic contraction. Examples include the state-of-the-art culinary lab, a brand new 2023 Chevy Bolt EUV for the Automotive Technology program, and a VICON Motion Capture system for the Film and Digital Media Arts program. Other examples include equipment that supports the allied health programs in the health sciences division. Utilizing Title III grant funding, the Automation and Manufacturing Program has setup and equipped a state-of-the-art maker space, which includes three 3D printers, three desktop CNC mills, two full-size CNC mills, and a 3D laser scanner.

DACC houses a dental clinic that serves as a teaching space for the Dental Assisting and Dental Hygiene programs, and as an actual dental clinic serving County residents. Allied health programs have agreements with clinical sites around the state and in El Paso to place students in clinical settings. The Health Sciences Clinical Clearance Coordinator works closely with the NMSU General Counsel office to ensure that [affiliation agreements](#) are in compliance with system requirements for over two hundred clinical sites.

DACC's Creative Media Technology program is one of the best equipped digital media programs in New Mexico. This program maintains state-of-the-art, purpose-built computer labs and production studios for student use and classrooms. The production studio is equipped with over \$300,000 worth of lighting and camera equipment. For video production projects, students are permitted to check out advanced digital camera packages (including tripods, microphones, lights, etc.) for up to multiple days. The program continues to expand capabilities with cutting-edge technologies like virtual reality, 8k video, and motion control. The program has also broken ground on a brand-new film and digital media facility, the Creative Campus. It will include a professional soundstage, classrooms for post-production, a game design studio (including motion capture), and future plans include co-location with the NMSU Creative Media Institute and KRWG TV and Radio to enhance collaborative cross-disciplinary projects. The teams are exploring a bilingual film crew training program. The college is also partnering with the State of NM with the NM Media Academy to fast-track workforce development in film and media.

Sources

- MISS 1A4 Academic Advising Homepage
- MISS 1A4 Arc Homepage
- MISS 1A4 AVANZA Home
- QUAL 3D1 iPads
- QUAL 3D1 Library
- QUAL 3D1 Student Services
- QUAL 3D1 Thrive screenshot
- QUAL 3D2 Math Guidelines for placement
- QUAL 3D2 Multiple measures placement for English
- QUAL 3D2 Student Accessibility Services
- QUAL 3D3 Advising Tools

- QUAL 3D3 Early Alerts
- QUAL 3D3 Who is my advisor.pdf
- QUAL 3D4 Health Sciences Affiliation agreement template

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

DACC's academic offerings, both credit and non-credit, are designed to meet the needs of students and the community. Input from internal and external constituents contributes to the quality and relevance of the education the college provides. Program quality and learning goals are consistent across all modes of delivery and course locations. Consistent with state requirements, the college's general education program supports the development of skills and attitudes that every college-educated person should possess. As espoused in our mission, DACC is committed to serving a diverse community of learners. This commitment is further emphasized in the recently adopted Equity Statement.

DACC faculty and staff are highly qualified. Hiring practices, ongoing evaluation, and professional development opportunities ensure employees are equipped and effective in their positions. Physical and technological infrastructure, including learning spaces (e.g., laboratories, performance spaces, clinical practice sites, etc.), are suited to the academic program offerings and student learning needs. Numerous and varied services provide holistic support to our diverse student population, and resources are continually being enhanced to support student success.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Doña Ana Community College (DACC) is a part of the New Mexico State University System (NMSU-System) consisting of New Mexico State University (NMSU) and three community colleges: NMSU-Alamogordo, DACC, and NMSU-Grants. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges. Within the Assurance Argument, we will use the title DACC President unless we are referencing a job duty or other circumstance that falls within the Chancellor role.

4.A.1. DACC maintains a practice of regular program review and acts upon the findings.

DACC has a clearly defined process for academic program review to ensure the quality of its educational programs. Academic program review has two tracks: 1) a comprehensive review track that each program undergoes every five years; and 2) an annual update track that each program undergoes on years when it is not undergoing a comprehensive review. Because program review was

paused for one year during the pandemic, the [current SOP](#) was extended and covers the current academic year.

Each year all academic departments are provided two sets of data to utilize in writing their annual Academic Program Review reports. The data sets are the same regardless of whether the department is on the comprehensive review track or the annual review track. The [program metrics](#) include budget and academic data points. The Comprehensive and Annual reviews differ in the prompts to which each department is asked to respond in their report. Annual reports are reviewed by the Division Dean.

[Comprehensive reports](#) are reviewed by the Faculty Council Academic Program Review Committee comprised of faculty from across all academic divisions. Members of the committee are assigned to read and respond to specific reports. They write a [report](#) responding to the narrative provided by the program and invite program faculty to a conversation about their report and program. Another conversation is then held between the program faculty and the Vice President for Academic Affairs.

DACC's program review is formative and focuses on fostering meaningful dialogue about program improvement within programs and across campus. The college developed a separate process, [Program Sustainability](#), to assess the viability of academic programs and identify next steps if a program is deemed not sustainable. Phase 1 of this process includes review of three metrics to determine if programs need additional scrutiny: loss of student credit hours in a 5-year period, loss of awards in a 5-year period, and fewer than 10 awards in any of the 3 most recent years. This process was put on hold during the pandemic. The college-wide process has not yet been reinstated due to turnover in the Vice President for Academic Affairs and Director of Institutional Analysis positions. The college is currently reconsidering the metrics and designing a systemic way to interpret the unprecedented impact of the pandemic years on the college's enrollment overall and on specific programs.

Although the Program Sustainability process has not been institutionally deployed since the pandemic, the college has initiated changes to several programs, including sunseting, in many cases based on metrics similar to those used in Program Sustainability. For example, the certificates offered by the Allied Healthcare Assistant program conferred less than 10 awards in 2021-22 and 2022-23. Consequently, the program has moved one of its certificates to a non-credit program and restructured and renamed the other certificate to align with industry needs. Similarly, after several years of declining student credit hours and with consultation of their Advisory Committee, the Dental Assisting program decided to shorten the program and no longer maintain CODA accreditation. Also, the Associate of General Studies was sunsetted because it was not in compliance with the new statewide general education requirements.

4.A.2. DACC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The NMSU University Student Records Office (USRO) is responsible for oversight and production of all NMSU-System academic transcripts. Transcripts contain credits completed at all NMSU-System campuses as well as those transferred from other institutions of higher education.

[ARP 4.61](#) stipulates conditions for awarding transfer credit. Students submit official transcripts

directly from the other institution's registrar's office to the college and credit is awarded as described in the [Academic Catalog](#). The catalog describes the transfer of credit from other regionally accredited institutions, academic requirements for transfer, evaluation of transfer credit, the three levels of credit transfer, transfer of religious center courses, and national student exchange.

Decisions regarding award of academic transfer credit are ultimately made by faculty through the designated and authorized department and program faculty representatives. Initial evaluation of transfer credit is conducted by the DACC transcript evaluator. Level 1 transfer uses established statewide course articulations created through state coordinated higher education faculty collaborations. These courses are automatically awarded equivalency credit through the New Mexico Common Course Matrix. This includes state-mandated general education (GE) transfer equivalencies for GE courses that do not have a specific equivalent in the NMSU-System.

Level 2 transfer reflects courses that are not part of statewide articulations but may have been previously evaluated for equivalency by faculty and are cataloged in the Banner transfer tables. These transfer equivalencies can be viewed [online](#) by students. This level includes CTE courses that are not part of the common course matrix and may be evaluated by the DACC transcript evaluator or approved program faculty for awarding transfer credit. Courses that have not been approved by faculty for equivalency are awarded elective course credit (100E).

Level 3 transfer includes articulation agreements specific to academic programs. For example, Fire Science and Law Enforcement have [agreements](#) with the NM Law Enforcement Academy and the New Mexico Fire Academy to grant academic credit for documented work experience or industry certifications. Documents certifying work experience or certifications are evaluated by the appropriate program director/department chair and submitted through a Division Dean to the VPAA's office for review and approval prior to granting credit. Students wanting to receive equivalent credit for courses transcribed as elective credit may provide additional information (e.g. catalog description, syllabus, contact information for instructor) to the academic department to assist with evaluation of equivalency. Upon recommendation of the faculty, the DACC transcript evaluator will award credit for an equivalent course.

The NMSU-System participates in statewide articulation of courses that satisfy New Mexico General Education Curriculum (NM GE) requirements. In 2018, the New Mexico Higher Education Department (NMHED) established a statewide GE curriculum comprised of six content areas and five essential skills. In 2020, NMSU began participating in the Western Interstate Commission on Higher Education (WICHE) [Interstate Passport](#). The Passport facilitates block transfer of lower-division GE credits between member institutions. If a student completes GE requirements at one member institution and is granted a passport, the student will be GE complete at any member institution to which they transfer.

The DACC transcript evaluator also transcribes undergraduate credit based on Advanced Placement (AP), College Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES). The amount of credit associated with AP tests and the equivalent course credits is determined by the NMHED. Similarly, CLEP and DANTES related credits are determined by academic departments and are periodically reviewed.

To receive credit for internships and similar experiences, students must enroll in a designated course prior to the experience with the expectation that students will engage in academic activities beyond the specific assignment for the duration of the internship. For example, students may be required to keep a journal detailing how the internship allowed them to apply concepts learned in their courses

or write a paper about the internship experience.

4.A.3. DACC has policies that assure the quality of the credit it accepts in transfer.

The quality of accepted transfer credit is addressed in [ARP 4.61](#). As described in 4.A.2, the NMSU-System, including DACC, participates in statewide articulation of courses that have been certified by the NMHED as meeting general education standards. The DACC Academic Catalog, consistent with NMSU-System regulations, details three levels of transfer credit evaluation that each include review of the quality of transfer credit by faculty. Only credits from regionally accredited institutions are evaluated at the time of transfer. Policy provides that credits from institutions without regional accreditation may only be reviewed after a student has attended the NMSU-System for two semesters and is in good standing.

4.A.4. DACC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Authority over Prerequisites

Courses taught at DACC fall into three categories with respect to the control of prerequisites:

1. Courses taught only at DACC;
2. Courses taught at DACC and another community college in the NMSU-System but not at NMSU; and
3. Courses taught at DACC, and/or at one of the other community colleges, and at NMSU.

When a course is taught only at DACC, authority over prerequisites is maintained within the respective DACC department, as is the case in some CTE programs. When courses are taught at more than one of the community colleges but not at NMSU, prerequisites are agreed upon by the Community College Vice Presidents for Academic Affairs. When a course is taught at DACC and/or at one of the community colleges and at NMSU, prerequisites are established in collaboration with the respective departments at each of the campuses.

Authority over Rigor and Course Expectations

DACC exercises authority over the rigor of its courses and expectations for student learning. Each program is responsible for identifying and publishing program-level student learning outcomes on the DACC [Academic Program Assessment webpage](#). Each program is also responsible for publishing course-level student learning outcomes in [course syllabi](#). Students demonstrate learning through various assessment methods, such as tests, projects, and hands-on demonstrations discussed further in 4B. Rubrics and/or checklists are used to document competency. CTE programs have the authority to request feedback from [advisory committees](#) regarding curriculum to ensure industry-required skills are taught.

Learning Outcomes

Academic programs identify program-level learning outcomes, and ownership of those learning outcomes resides with faculty. In some cases, such as with statewide [General Education](#) or specialized accreditation requirements, faculty ownership is demonstrated through engagement with the respective professional association or state-wide committee(s) to have a voice in the expression of those outcomes. The academic catalog system documents program- and course-level learning outcomes and proposals for new and/or changed programs and courses are required to include learning outcomes.

Authority over Learning Resources

DACC maintains full control of its learning resources, including library services, tutoring services, and academic support workshops. The [library](#) offers in-class instruction for all classes, online and electronic resources for all students, and access to reference librarians. Students can register for and take workshops to learn how to use [Canvas](#). Tutoring and workshops are offered through the Academic Readiness Centers ([ARC](#)). The ARC has four locations (Espina and East Mesa Campuses, and the Gadsden and Sunland Park Centers) and are staffed by professional tutor coordinators and peer/student tutors. Some faculty have offices in the ARCs and other full- and part-time faculty volunteer hours in the ARC. Decisions related to tutoring and workshop offerings are managed by the ARC tutor coordinators and the participating faculty.

Authority over Faculty Qualifications

Chapter 6 of the ARP describes faculty ranks and qualifications as well as faculty responsibilities relating to teaching. [ARP 6.50](#) and the [DACC Faculty Credentials SOP](#) (detailed in section 3.C.3) outline minimum credentialing requirements, use of tested experience as a substitute for academic credentials, and the responsibilities of department heads, deans, the Vice President for Academic Affairs, and the provost for reviewing and evaluating the qualifications of instructors of record. Consistent with HLC Assumed Practice B.2, ARP 6.50 clarifies that all faculty, including dual credit faculty, must meet minimum qualifications to teach college-level courses. Programs and departments may have additional requirements regarding faculty qualifications, usually driven by specialized accreditation.

Authority over Dual Credit/Early College High School

DACC's dual credit courses are taught by DACC faculty and qualified affiliated faculty. Affiliated faculty qualifications are processed in the same manner as DACC faculty (details in previous paragraph). Courses that are offered within the high school setting offer the same rigor, including the same student learning outcomes and expected levels of achievement, as other sections of the same course. Dual credit students must meet the same admission and prerequisite requirements as college enrolled students. DACC's dual credit programming adheres to [Memorandums of Understanding](#) with area school districts to ensure cooperation and collaboration between each school district and DACC.

4.A.5. DACC maintains specialized accreditation for its programs as appropriate to its educational purposes.

DACC maintains specialized accreditation for 15 programs as well as State of New Mexico approval for 4 programs. A list of DACC programs with specialized accreditation can be found in the

[Academic Catalog](#). A list of DACC programs with specialized accreditation, including documentation from each accrediting body, can be found [online](#). The Early Childhood Education program is currently seeking NAEYC accreditation.

4.A.6. DACC evaluates the success of its graduates. DACC ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, DACC looks to indicators it deems appropriate to its mission.

DACC uses several approaches to evaluate the overall success of its graduates such as surveying recently graduated students, tracking transfers to NMSU, and using tools such as SteppingBlocks and National Student Clearinghouse to explore student entry into the workforce or transfer outside of the NMSU-System. Programs that receive Perkins Grant funding have additional tracking requirements such as pass rates of industry certification exams and gainful employment. Discussions with [advisory committees](#) regularly include discussion of employer needs and how DACC graduates fill those needs. Programs with internship and clinical experiences use [feedback](#) from industry partners to evaluate the success of graduates. Several programs with specialized accreditations are required to report employment outcomes of their graduates.

Sources

- EVAL 4A1 Program Review Feedback Form
- EVAL 4A1 Program Review Metrics
- EVAL 4A1 Program Review Sample Report
- EVAL 4A1 Program Review SOP
- EVAL 4A1 Program Sustainability
- EVAL 4A2 ARP 4.61
- EVAL 4A2 Articulation Agreements
- EVAL 4A2 Interstate Passport
- EVAL 4A2 Transfer Equivalent page
- EVAL 4A4 Advisory Board Minutes ACT Drafting
- EVAL 4A4 DACC General Education Syllabus Examples
- EVAL 4A4 DACC Syllabus Example
- EVAL 4A4 MOUs from LCPS and GISD
- EVAL 4A4 VLIT Canvas Training Students
- EVAL 4A6 23SP-ADV-CT-AUTO-04.28.23
- EVAL 4A6 Internship Tracking Forms
- INTG 2B1 Accreditation Info in the Catalog
- INTG 2B1 Specialized Accreditations
- MISS 1A4 Arc Homepage
- QUAL 3A2 Academic Program Assessment website
- QUAL 3C3 ARP 6.50
- QUAL 3C3 Faculty Credentials SOP 2024
- QUAL 3D1 Library

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. DACC has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

[Assessment at DACC](#) is an ongoing, purposeful, systematic, transparent, and collaborative process focused on understanding and improving student learning, the environment for student learning, and all college operations. Assessment uncovers how day-to-day activities contribute to unit goals and outcomes. It provides evidence that illustrates how DACC is achieving its mission, strategic plan, programmatic outcomes, student learning outcomes, support service outcomes, and its commitment to diversity, equity, and access. Finally, assessment is key to making data-informed decisions about curricula, programs, initiatives, and funding within a unit, department, and the institution.

DACC maintains processes to assess student learning and achievement of learning goals at various levels including course level assessment, program level assessment, General Education (GE) assessment, and co-curricular assessment. Assessment is also connected to institutional effectiveness processes such as Academic Program Review and College Services Review. In addition to the formal assessment processes, DACC has a well-established Assessment Committee of 10 to 15 members. Their charge is to help design and facilitate research assessment projects related to college-level assessment. This committee also provides professional development opportunities for the campus by sponsoring assessment events each year where faculty from across campus share best-practices and disseminating an [assessment newsletter](#) each semester.

Instructors are required to publish course-level SLOs and course competencies in syllabi for every class. The use of a [master syllabus template](#) directs faculty to include SLOs and competencies in their syllabi. Department chairs and program directors are required to review all syllabi in their programs using a [checklist](#) to ensure compliance. The outcomes map back to the program SLOs, and the publication of competencies help students understand the [specific skills](#) they can expect to learn in each course. This ensures that all students are measured against the same criteria regardless of section. Students demonstrate learning through various assessment methods, such as tests, projects, and hands-on demonstrations. Rubrics and/or checklists are used to document competency. In addition to standardized outcomes and competencies, many programs also conduct standardized assessments with the use of [common final exams](#) and common [assignments/rubrics](#)

Each academic program is required to submit an assessment of student learning plan and report each

academic year. Assessment plans direct the focus for the coming year and [assessment reports](#) provide an opportunity for identifying needed changes to curriculum in support of improving teaching and learning. For example, assessment of the chemistry course CHEM 1120G is done annually and includes all sections of the course regardless of location or modality of delivery. The assessment plan's purpose is to: continuously monitor student learning for critical thinking, logical reasoning, and teamwork; identify the concept areas which need attention from the instructors; and implement the needed remedies. One way in which the department implements this plan is by use of a common departmental final comprehensive exam with multiple choice and essay questions that include all of the Student Learning Objectives. Students' responses to the final comprehensive exams are collected by the lead instructors and used to create assessment reports.

Submission of program assessment plans and reports is the responsibility of department chairs and program directors. Full- and part-time faculty are encouraged and/or required to participate. To ensure compliance and consistency, due dates for plans and reports are published on the DACC Master Calendar and available to all department chairs/program directors on the DACC SharePoint site. Department chairs/program directors use templates to guide the development of [plans](#) and the kind of information on which to report. The Associate Vice President for Academic Affairs reviews the reports to ensure compliance and provide feedback. In addition, assessment results are shared with [advisory councils](#) and committees.

Program Learning Outcomes are published on the DACC Academic Program Assessment [website](#), organized by division. Program-level outcomes are reviewed as part of the comprehensive academic program review process (detailed in 4A). Part 3, Section B of the comprehensive review template asks programs to list their SLOs and describe how they assess the program SLOs. This process encourages programs to investigate and evaluate all aspects of the program's health. As needs surface, they are addressed through the various processes discussed earlier in this report.

DACC's process for assessing student learning in general education (GE) has experienced several changes over the years. The current plan is aligned with the state-wide general education requirements that were implemented in 2019. The DACC [General Education Assessment Plan](#) established a rolling three-year course assessment cycle began in the 2022-2023 academic year. All G courses will assess three Essential Skills. [Essential Skills Assessment](#) is designed at the course and department level and administered to all G designated course sections. The NMHED Essential Skills [Rubrics](#) are integrated in Canvas for course use. A [dashboard](#) was created to track all Essentials Skills rubric assessments.

DACC assesses its curricular and co-curricular outcomes outside of the classroom and evaluates interventions and initiatives that support student learning. Feedback from DACC's 2018 HLC Accreditation Visit suggested that DACC "develop a process to identify and assess student learning in co-curricular activities." In 2018-2020, Financial Aid, Academic Advising, Orientation, VLIT, Library, ARC, Career Readiness, and Student Clubs participated in a Co-Curricular Assessment Committee and worked to develop [assessment plans](#). In 2020-2021 the global pandemic and changes in leadership caused a pause in the assessment process.

In 2022, 15 units with student-facing services were invited to participate in a 4-part [professional development series](#) that included the 8 units from the 2018-2020 effort and added Adult Education, AVANZA, Cashier's Office, Computer Lab, ENLACE, Information Center, and Student Accessibility Services. This revitalized effort is identified as [Student Success Assessment](#) which places students at the center and broadens the typical co-curricular definition. The Student Success Assessment plans were developed with the idea that every DACC experience is an opportunity for

learning, and every interaction with students is an opportunity to teach. Academic Support and Student Services units re-worked [student learning outcomes](#) and decided what to assess. In 2022-2023, 11 units submitted plans and [reports](#) and in 2023-2024, 13 units submitted [plans](#) using a [template](#) accessed through MS forms. Assessment reports for the current year are due in June.

Units that participate in Student Success Assessment, are asked to reflect on their assessment results as part of the College Services Review process. Similar to Academic Program Review, the [College Services Review](#) (CSR) is a self-review process for units that support DACC's Mission and are not a part of Academic Program Review. Through this process, units identify strengths and weaknesses, how they contribute to the DACC Mission, and develop a plan for continuous improvement. CSR includes both student-facing units and non-student-facing units. The student-facing units are also required to participate in the Student Success Assessment process described above. Each unit writes an annual CSR update and every five years has a committee review. In both the [Annual Update template](#) and the [Committee Review template](#) student-facing units are asked to reflect on their assessment plans and results and how those contribute to their operations and overall effectiveness.

4.B.2. DACC uses the information gained from assessment to improve student learning.

DACC's purpose in assessing student learning is to better understand what students learn in and out of the classroom. To achieve this purpose, DACC uses information gained from assessment of student learning outcomes in its general education curriculum, at the program and discipline level, in the classroom, and in its co-curricular activities, including the assessment and evaluation of interventions.

Evidence of faculty using information gained from assessment for learning improvement can be seen in the DACC Developmental English program where developmental English faculty meet each semester to review results of the Common Reading Response for developmental English course assessment. As a result of collecting and analyzing assessment data, the English faculty made adjustments to both the [rubric and instructions](#). Also, the department shared strategies for student learning and improvement in response to the learning outcomes data points. Evidence of individual faculty using assessment results to improve learning can be found in [Final Allocation of Effort](#) statements that focus on assessment goals.

DACC uses information learned from assessing the New Mexico General Education Essential Skills in GE courses. Gen Ed results are shared with faculty in [department meetings](#) and [college-wide communications](#). Faculty professional development and norming occurs at the department level and college level (EVAL 4B1 English dept norming agenda). Professional development opportunities related to general education assessment have been offered through the Learning Resource Network. In Spring 2023, the General Education Committee facilitated a [workshop](#) to review the data dashboard and ask participants to engage in analysis and reflection on the results in preparation for writing the course assessment reflections. Departments submitted General Education Assessment [reflection reports](#) based on the 2022-2023 General Education assessment cycle which include a section about data-driven improvements.

Programs assess achievement of program learning outcomes using the process described in the previous section and use the information gained to improve student learning. For instance, Program Licensure pass rates for RN had dropped since the beginning of the 2020 pandemic, and the program noticed a need for an all-inclusive resource and assessment series that would provide data about a

student's mastery of specific concepts related to nursing licensure (NCLEX). Faculty decided to implement the ATI Content Mastery Modules and Assessments to determine if the ATI series will impact course mastery learning outcomes and serve as a predictor for the comprehensive PN and RN exit exams in spring 2023 and summer 2023.

Student Services assessed and analyzed data collected from the student orientation module quizzes and assignments, and a survey. Based on both qualitative and quantitative assessment of learning outcomes, staff learned that there were some unclear terms for students and students engaged with video content more than static content. [Changes](#) were made to the 2023 orientation modules to increase student learning. As a result of assessment results and analysis, Student Accessibility Services (SAS) learned that student participants developed self-advocacy skills faster than expected and didn't need as many contacts as were originally designed for the peer mentor program. As a result, SAS redesigned the structure of the support provided by the peer mentors so that student participants would learn more from the experience. Additional examples of utilization of assessment results were presented in the [Fall 2023 Assessment Tea](#) *What Co-Curricular & Student Success units are assessing, learning, and how it connects to DACC faculty.*

4.B.3. DACC's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

DACC's assessment processes and methodologies are mature and reflect sound practices. Those who engage in assessment, whether they be faculty or staff, start with a question or issue, determine the data that need to be collected to address the question or issue, collect student artifacts that are reliable and valid (e.g. tests, written work, performances, projects), assess the artifacts using valid tools (e.g., rubrics, checklists, answer keys to tests), and then analyze the data to find opportunities for improvement. Many programs also set targets that they must meet for outside accreditors. This methodology is reflected in and supported by the templates and tools provided to faculty and staff.

The Assessment of General Education is based on sound methodology and collaboration. The assignment design approach being implemented for GE assessment combines best practices at multiple levels. The assignments identified for assessing attainment of essential skills are embedded within disciplinary instructional activities rather than being "add-ons" to the course content. This improves student engagement in the assessment process. A key design principle requires that learning outcomes be communicated transparently to students, an established inclusive teaching practice. Faculty engage directly with the learning improvement process as they evaluate and improve those assignments. The Canvas-based processes will facilitate continuous (term by term) collection of [assessment data](#) while minimizing the faculty effort required for data collection. It also allows for meta-analysis of learning across disparate content areas and disciplines.

Faculty and staff from across campus are engaged in assessment activities. Evidence of this participation can be seen in general education assessment, program review, classroom assessment activities, program assessment, and assessment and evaluation of co-curricular activities and interventions. To provide support to faculty, especially those new to the institution, DACC encourages faculty and staff to seek out professional development specific to assessment of student learning. In-house, the DACC Assessment Committee sponsors two [Assessment Teas](#) each year. The purpose of the assessment teas is for experienced faculty members to share with the campus community assessment projects in which they are engaged. Fall 2022, a [panel](#) of seasoned faculty,

recommended by division deans, shared tips on how to write quality assessment-related goals and shared exemplars for faculty to model. Professional development in assessment is also often addressed through the Learning Resource Network. For instance, the General Education Assessment Committee [hosted](#) several workshops for Gen Ed faculty assignment development, rubric norming, and data analysis. Several assessment-related sessions are available to faculty and staff covering data analysis and decision making, student services assessment, and writing the Gen Ed assessment reflection at [DACC Works](#).

Another venue for professional development is the New Mexico Higher Education Assessment and Retention (NMHEAR) [conference](#) held in Albuquerque each February, as well as its parent organization's (The New Mexico Higher Education Assessment Association) summer retreat. DACC faculty and staff are encouraged to attend and [present](#) at the conference. Between 20 and 30 full-time faculty and staff and 5-10 [part-time faculty](#) are funded to attend NMHEAR each year.

Sources

- EVAL 4B1 Assessment Plan Examples.pdf
- EVAL 4B1 Assessment Report Examples
- EVAL 4B1 CCDE 110 Common Reading Response Assessment
- EVAL 4B1 CoCurricular assessment report examples 2019
- EVAL 4B1 CoCurricular SLO examples
- EVAL 4B1 College Services Review SOP 2023
- EVAL 4B1 English 2210 Gen Ed Assessment
- EVAL 4B1 General Ed Assessment Data Dashboard Power BI
- EVAL 4B1 General Ed Assessment Rubrics
- EVAL 4B1 General Education Assessment Plan 2023
- EVAL 4B1 Radiological Tech Advisory Council minutes
- EVAL 4B1 sample syllabus – C S 171G
- EVAL 4B1 Science common final exam
- EVAL 4B1 Spring 2023 Assessment Committee Newsletter
- EVAL 4B1 Student Success Assessment 2022 overview
- EVAL 4B1 Student Success Assessment Defined
- EVAL 4B1 Student Success Assessment Plan Template
- EVAL 4B1 Student Success Assessment Plans 2023_2024
- EVAL 4B1 Student Success Assessment reports 2223
- EVAL 4B1 Syllabus Checklist 2023
- EVAL 4B1 Template CSR Annual Update
- EVAL 4B1 Template CSR Committee Review Process Report
- EVAL 4B2 Assessment Committee Newsletters
- EVAL 4B2 Assessment Tea Flyer fall 2023
- EVAL 4B2 English Dept General Education Reflection 2023
- EVAL 4B2 English Dept meeting minutes
- EVAL 4B2 Gen Ed Assessment Reflection Report
- EVAL 4B2 LRN Gen Ed PD
- EVAL 4B2 Masters.Hillary.AT.BPS.Post.AoE Final
- EVAL 4B2 Orientation Taskforce Agenda 3.8.23
- EVAL 4B3 DACC Works Gen Ed PD
- EVAL 4B3 English Dept Tableau data screenshot

- EVAL 4B3 Faculty Council Assessment Committee
- EVAL 4B3 Fall 2021 Assessment Tea ppt
- EVAL 4B3 Gen Ed NMHEAR Presentation 2022
- EVAL 4B3 NMHEAR Conference
- QUAL 3A2 Academic Program Assessment website
- QUAL 3A2 Assessment Website
- QUAL 3A2 Master Syllabus Template Spring 2023
- QUAL 3C5 NMHEAR Part-Time Faculty

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

DACC has defined targets for student retention, persistence, and completion. Targets are set as part of the strategic planning process. DACC's strategic plan identified activities to address the targets that align with DACC's mission to serve a diverse student body. Like many community colleges, DACC's enrollment took a significant hit during the pandemic. The institution lost about 20% of its enrollment. In response to the circumstances of the pandemic, the college adjusted retention, persistence, and completion targets. For example, the 2025 plan included the key performance indicator (KPI): increase fall headcount for credit students by 1 percentage point each year. This goal was increased to increase by 3% per year to offset the impact of the pandemic. DACC submitted a Strategic Enrollment Plan to the New Mexico Higher Education Department (NMHED) in June 2022. The [2022 Strategic Enrollment Management Plan](#) identified DACC's [goals for improving retention, persistence, and completion](#). Historically, DACC's fall-to-fall retention rate has hovered around 60%. This number fell slightly for the Fall 2020 cohort of first-time, full-time students. DACC's goal is to increase students retained by 1% in the 2023 academic year as the first milestone of a five-year goal of 5% increase in retention. In the June 2023 NMHED Strategic Plan report, DACC further refined goals to align with the Things That Matter, called the [Measures That Matter](#).

4.C.2. DACC collects and analyzes information on student retention, persistence, and completion of its programs.

The DACC Office of Institutional Analysis, under the leadership of the Associate Vice President for Institutional Effectiveness (AVPIE), maintains several data tools that provide information on student

retention, persistence, and completion. The [Institutional Student Success Report](#) (ISSR) provides data on enrollment, persistence, retention, developmental and gateway course completion, credit accumulation, and 100%, 150%, 200%, and 250% graduation rates. The ISSR is disaggregated by full-time/part-time status, gender, ethnicity, Pell recipients, and first-generation status. The [DACC Factbook](#) provides information on enrollment and awards. Tableau sites are created to focus on specific student populations such as [South County](#) residents. Department specific tableau sites have also been piloted. The [Academic Program Review metrics](#) contain retention, persistence, and completion data.

DACC's work with Achieving the Dream (ATD) has focused on increasing the college's data literacy and data usage. One of the [2022 ATD Reflection goals](#) was to close equity gaps by increasing enrollment of student populations most affected by COVID including first-generation students, students in low-income circumstances, and students with dependents. Our Fall 2021-2022 retention rate for these students was 61% for first-generation students, 68% for students in low-income circumstances, and 54% for students with dependents. Our Fall 2022-Spring 2023 persistence rate was 75% for first-generation students, 79% for students in low-income circumstances, and 71% for students with dependents. In the [ATD 2023 Reflection](#), a new goal was set to expand the use of early momentum metrics as leading measures to track students' progress toward their educational goals. The [Fall 2023 Data Summit](#), attended by almost 100 faculty and staff, focused on Credit Momentum disaggregated by gender and race/ethnicity.

DACC makes use of both federal reporting (i.e., [IPEDS](#)) and state reporting ([NMHED](#)) to collect and analyze information on student retention, persistence, and completion. The NMHED data is useful for benchmarking against other institutions in the state. DACC also participates in the National Community College Benchmark Project to benchmark with a larger group of community colleges and submitted data to the Post-Secondary Data Partnership (PDP) in late Fall 2023. The DACC Office of Institutional Analysis partners with the NMSU Office of Institutional Analysis for some federal and state reporting. To facilitate data collection and analysis, the AVPIE works closely with managers of NMSU-System enterprise tools (e.g., NMSU Analytics/Cognos, Ad Astra, EAB Navigate) to make improvements to serve the needs of the college. For example, age was recently added to several key Cognos reports to more effectively track the progress of adult students.

DACC collects both quantitative and qualitative data from students to better understand the factors that impact retention, persistence, and completion. Students are invited to participate in the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) in the Spring of even years and the Community College Survey of Student Engagement (CCSSE) in Spring of odd years. [Survey data](#) is housed on the Institutional Analysis website. In Fall 2023, [student focus groups](#) were held to gather input on the DACC Mission, the Student Success Vision Statement, and supports for student success. In the future, student focus groups will be held every fall to continue to gather qualitative data.

4.C.3. DACC uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

DACC's 2025 Strategic Plan, 2022 Enrollment Management Plan, and Achieving the Dream partnership have focused the campus on using data to shape retention, persistence, and completion interventions. DACC has several major projects related to persistence, retention and completion that use data to make improvements.

DACC has been using EAB Navigate for several years now. An enterprise-level, NMSU-Systemwide student success management system, Navigate provides insight into college student behavior in ways that may signal need for intervention, either at an individual student level or at a programmatic or institutional level. As the entire platform rolls out module by module, information about and communication with students gets more robust including “appointment campaigns” and “intentional student communications.” Representatives from across the system are currently working with EAB on defining “success markers” (e.g., students who complete developmental education in their first year are more likely to persist and complete than those who do not). Once defined, DACC and EAB partners will work on identifying and implementing interventions around success markers. The [analytics](#) provided by the Navigate platform help DACC personnel deepen their understanding of the student population and suggest areas where intervention might be fruitful.

Students at risk of discontinuing their coursework are identified each semester through three distinct processes: faculty referrals through the EAB Navigate early alert system (throughout the semester); faculty identification of students at risk through mid-term or early performance grades (during the first half of the semester); and analysis of student class performance and credits earned (at the end of the semester). In addition, academic advisors monitor enrollment and performance of the students in their assigned caseloads during the course of the semester. Faculty can submit an [early alert](#) if a student has stopped attending, has performed poorly on assignments or tests, or has missed assignments or tests. The alert is assigned to the student’s academic advisor who reaches out to the student and then submits a response to the alert so that the faculty member is aware of the intervention and the intervention result.

Across the NMSU-System, faculty are required to submit “early performance” grades for 100- and 200-level courses during the sixth and seventh weeks of the semester. When those grades are assigned, advisors review the grades of the students in their caseloads and reach out to students earning poor or marginal grades to ensure they are aware of support and registration options that may increase their chances of success at the end of the term. At the end of each term, there are two sets of data that identify students at risk, the End of Term (EOT) Academic Standing report and individual course grade distribution. Both sets of analytics provide the information advisors need to reach out to students to develop a success plan for the next semester. Additionally, individual departments use the grade distribution reports to assess which courses (e.g. those with high DFW rates) might need reconsideration of curriculum or pedagogy or could benefit from additional support.

The Mathematics and English departments monitor success rates in [developmental math](#) and [English courses](#). They analyze data on the success rates of students in the different pathways available for developmental course completion. More details on developmental education are available in 3D2. These departments also collaborated with Academic Advising to devise a way to [track placement methods](#) for the Fall 2023 semester to explore the impact of multiple methods and holistic placement.

Starting in Fall 2019, DACC implemented a “[graduation campaign](#)”. The Office of Institutional Analysis provides advisors with a list of students nearing completion of an associate degree and/or certificate. This list is distributed to advisors by caseload. Advisors reach out to these students to ensure that students understand the graduation process. This “close-to-graduation” data distribution is critical to this intervention and positively impacts credential completion (i.e., graduation).

Similarly, DACC uses a “calling campaign” and an “e-mail campaign” to contact eligible students who are not registered in the current semester and encourage them to register (i.e., persist to the next semester). Staff members call these students to invite them to return to DACC, and provide them

additional information about resources that could help them continue their education. This intervention is focused on persistence and retention.

DACC is also working to increase the number of students who use wrap-around services. The [AVANZA program](#) seeks to assist students with wellness and basic needs by encouraging participation in mental health and well-being activities and accessing services as well as gaining access to basic needs resources. The AVANZA program uses a system called Apricot to track the usage of services and then connects that data to persistence, retention, and completion outcomes.

4.C.4. DACC's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

The Office of Institutional Analysis (OIA) is responsible for college-wide analysis of student retention and completion data. Data reports are either based on IPEDS definitions and methodology, focused on first-time entering, full-time cohorts, or NMHED definitions and methodology, typically focused on end-of-term data and including all enrolled students. DACC uses the external data sources mentioned in 4C2 to establish benchmarks by which the college can compare itself to peer institutions.

Although IPEDS and NMHED definitions and methodologies are well established, they do not capture the full impact of the community college. For example, for the Fall 2022 IPEDS cohort only 46% of entering DACC students were counted as first-time, full-time students. Consequently, DACC is actively exploring alternate methodologies to better understand our students' progress such as those available in the National Student Clearinghouse's Post-Secondary Data Partnership (PDP). The college also reports part-time student outcomes in the [Institutional Student Success Report \(ISSR\)](#).

Sources

- EVAL 4A1 Program Review Metrics
- EVAL 4C1 NMSU DACC Enrollment Management Plan June 2022
- EVAL 4C1 Retention and Completion Projections
- EVAL 4C2 2023 ATD Annual Reflection Responses
- EVAL 4C2 DACC ISSR 2022
- EVAL 4C2 DACC South County Tableau
- EVAL 4C2 Data Reports NMHED
- EVAL 4C2 Data Summit documents
- EVAL 4C3 Early Alert Instructions for Faculty
- EVAL 4C3 English and Math Placement Code Instructions
- EVAL 4C3 Integrated English Pass Rates Retention Data 2022
- EVAL 4C3 Integrated Math Retention Data 2023
- EVAL 4C3 Navigate Analytics
- EVAL 4C3 Spring 2023 DACC Graduation Campaign Email
- INTG 2B2 DACC Factbook
- INTG 2B2 IA Surveys Website
- INTG 2B2 IPEDS reports
- INTG 2B2 Measures That Matter

- MISS 1A4 AVANZA Home
- MISS 1A5 Fall 2023 Student Focus Group Protocol
- MISS 1C2 ATD Annual Reflection Worksheet 2022

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

DACC demonstrates responsibility for the quality of its educational programs in several ways. Academic Program Review and Annual Academic Assessment Plans focus on the quality of curricular programs and the resulting student learning, and drive improvements in pedagogy and curriculum. College Services Review and Student Success Assessment Plans focus on co-curricular, academic support, and institutional support programs and drive improvements in service delivery and operations. Fifteen specialized accreditations also demonstrate continuous efforts at maintaining program quality, relevance, and effectiveness.

Goals for retention, persistence, and completion were originally defined during DACC's strategic planning process. Like many community colleges, DACC's enrollment took a significant hit during the pandemic. Consequently, the enrollment headcount KPI was adjusted from a 1% increase goal per year to a 3% increase goal per year to offset the impact of the pandemic. This new goal is in line with the college's mission and student population.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Doña Ana Community College (DACC) is a part of the New Mexico State University System (NMSU-System) consisting of New Mexico State University (NMSU) and three community colleges: NMSU-Alamogordo, DACC, and NMSU-Grants. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges. Within the Assurance Argument, we will use the title DACC President unless we are referencing a job duty or other circumstance that falls within the Chancellor role.

5.A.1. Shared governance at DACC engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

New Mexico statutory law mandates a five-member Board of Regents (BOR) appointed by the Governor of New Mexico to govern the NMSU-System. One appointed member is an NMSU student. Non-voting ex-officio members include the NMSU Faculty Senate chair, Employee Council chair, and the president of the Associated Students of NMSU. NMSU's Regents meet requirements identified in [Article XII - Sec. 13](#) of the Constitution of the State of New Mexico.

DACC operates within the guidelines of the Regents Policy Manual ([RPM](#)) and the Administrative Rules and Procedures ([ARP](#)). The former provides for oversight of the institution by the Regents, who are governed by the Bylaws of the Regents of New Mexico State University; the latter provides operational policies for carrying out the business of the institution. [RPM 1.00](#) defines the authority and responsibility of the Regents.

The BOR carries out its responsibilities and remains informed about the NMSU-System through [regularly scheduled meetings](#) and through four committees that provide additional insight and awareness on system matters. Committee membership includes voting and nonvoting representation from upper administration, as well as from various factions of the institution and the community. DACC regularly provides updates to the BOR Student Success Committee and to the entire BOR as necessary.

Shared governance is a central tenet across the NMSU-System and is evidenced through structured policies, rules, and procedures as well as through institutional practices. In her role as Chancellor of the NMSU System Community Colleges, DACC's President is a part of the NMSU President's Cabinet. DACC has five senators who sit on the Faculty Senate, vote on proposed changes, and serve on subcommittees. In addition, DACC faculty and staff serve on a variety of NMSU committees and councils. For example, the DACC Vice President for Academic Affairs serves on the NMSU Associate Deans' Academic Council.

The BOR governs the NMSU-System, under the advice of faculty, by the enactment of policies, and by its delegation of operational authority to the NMSU President and the Chancellor of the NMSU System Community Colleges. Consistent with the law and the principles of shared governance of the American Association of University Professors, the faculty, represented through the Faculty Senate (FS), have primary responsibility for developing and applying policies and procedures affecting the university's academic mission in regard to curriculum and instruction, research, service, and other areas relating to the educational process, subject to the authority of the BOR, the NMSU President, and the Provost.

RPM 1.00 (see above) and [1.10](#), [ARP 1.10](#), and the [Constitution of the Faculty Senate](#) provide the processes by which proposals affecting the academic mission are developed, vetted, and approved. In general, legislative proposals affecting the academic mission are sponsored by faculty senators, carried through the FS, and if approved by formal vote of the FS are forwarded to the president for further action. Proposed new or revised Regents' policies (RPM) must be forwarded to the BOR for approval. Proposed new or revised academic rules (ARP) must be approved by the NMSU President. If the president does not approve an academic proposal submitted by the FS, procedures exist by which the matter may be elevated to the BOR for final resolution. Elected DACC faculty members hold five seats on the NMSU Faculty Senate.

The DACC Advisory Board acts in an advisory capacity to the BOR as outlined in the [DACC Operating Agreement](#) and signed by the chair of the BOR as well as the advisory board members. The DACC Operating Agreement states that the BOR has "full authority and responsibility over all aspects of the Community College, including but not limited to academic matters." A primary role of the DACC Advisory Board is to approve DACC's proposed budget and make recommendations to the BOR. In addition, the DACC Advisory Board certifies to the board of county commissioners the tax levy and conducts the election for tax levies for the college.

At DACC Advisory Board meetings, the DACC President and each of the vice presidents report to the Advisory Board specific to their areas of responsibilities and invite questions and conversation. This format allows for an exchange of ideas and keeps the Board apprised of developments, strengths, opportunities, and challenges. The DACC Advisory Board meets with the BOR as business necessitates.

As a part of DACC's shared governance structure, DACC faculty provide extensive leadership and input through the [DACC Faculty Council](#). The Faculty Council provides a forum for exchanging

ideas and communicating with faculty and administrators about faculty interests, issues, and needs. It supports the institutional, academic, and professional needs and aspirations of students and faculty at the college. The Faculty Council, through its elected officers, confers with administration in decisions involving faculty policies, academic policies, and instruction.

The [DACC Staff Council](#) provides a framework for staff to share in the governance of the college. The mission of the Staff Council is “to represent the interests and concerns of the staff, and provide open communication, fostering strong partnerships with the rest of DACC, NMSU, and the community.” Staff council periodically sponsors a [Pastries with the President](#) event, which serves as a forum for staff input. The Staff Council provides a voice for staff by: acting as a conduit for two-way communication between staff and administration, providing a community among staff members at DACC, identifying college issues and their impact on staff, exploring and researching possible solutions to issues, providing options and recommendations to the DACC President, and interacting with other councils and committees.

The [DACC Student Government Association](#) (SGA) provides a framework in which students assert their rights in the governance of the college. SGA provides student feedback in an advisory capacity through the Vice President for Student Services. SGA’s Constitution establishes that SGA “will provide a communication link with the Doña Ana Community College administration, faculty, and student body facilitating the expression of student opinion and voice on campus.” SGA encourages students to get involved in student activities and clubs to “broaden their interests through participation in different activities.”

The [Administrative Council](#) meets once a month as both a working group and a communication path between administration and faculty and staff. Top and mid-level managers and directors sit on this council, including the President, the vice presidents, the associate vice presidents, the academic deans, and all directors from each unit on campus. The President and Vice Presidents update the Council on items relative to their scope, and the members of the Council then relay that information to their faculty and staff. This council also makes decisions relative to the administration of the college and shares with the DACC leadership issues, challenges, and accomplishments.

The President’s Cabinet meets weekly to move forward the major initiatives of the college. This Cabinet, composed of the President and the four vice presidents, discusses proposals submitted by other units on campus, sets strategic direction in response to opportunities and challenges, and makes proposals to the campus based on data, discussions, reflection, and analysis in response to opportunities and challenges. The [Council of Associate Vice Presidents](#) focuses on college initiatives, projects, and processes where cross-college collaboration could enhance productivity and impact. The President’s Cabinet and the Council of Associate Vice Presidents meet once a quarter as an Executive Team.

Each academic division has its own structure that supports the work of the college and provides the means for communication between various groups. For example, each Division Dean meets regularly with their department chairs and program directors and each department chair and program director meets regularly with their faculty. Similarly, groups such as the Academic Advising Council, the Achieving the Dream (ATD) Strategy Team, and the Program Alignment Committee provide opportunities for a diverse group of faculty and staff to contribute to planning, policies, and procedures.

Another way DACC engages its internal constituents is through open forums called [Pláticas](#) and the Fall and Spring [Convocations](#). These forums cover a variety of topics, frequently including COVID-

19 during the height of the pandemic. Participants typically have opportunities to ask questions and offer comments before, during, and after forums.

5.A.2. DACC's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The Office of Institutional Analysis serves DACC by providing data and research necessary for institutional planning processes and promoting a “culture of curiosity, inquiry, and evidence” as outlined in its [mission](#). In addition, the Office of Institutional Analysis supports data-informed decisions at DACC by working closely with the DACC President's Cabinet and administration. The newly created Associate Vice President for Institutional Effectiveness position brings together the responsibilities of Institutional Analysis, Accreditation, and Planning and further supports the administration's use of data to reach informed decisions.

As discussed in section 4.B, assessment is integral in the data-informed initiatives and decisions implemented by departments, programs, divisions, units, and the institution. Thus, the college fosters an intentional, collaborative, and systematic assessment culture. Student learning outcomes (SLOs) and course outcomes direct the college's culture of assessment by standardizing course competencies and outcomes. Also, the Academic Program Review furthers the college's culture of inquiry and evidence through a collaborative and interdepartmental evaluative process that each program undergoes annually. Cocurricular assessment and College Services Review involve the use of data to inform decisions regarding services provided to students and the institution.

DACC's President has designed measurable, focused priorities called [Things That Matter](#) to operationalize DACC's mission, vision, principles, and goals. The Things That Matter Priorities are data-driven and provide guidance to the college's decision-making processes. The [framework](#) includes: Things That Matter, Measures That Matter, Activities That Matter, and Assessment That Matters. DACC's data-informed efforts guide the institution's promotion of student retention, persistence, and completion, as outlined in section 4.C. Initiatives like EAB Navigate, DACC's Graduation Initiative, and the institution's partnership with ATD enable the collection of student data as the college focuses on Measures That Matter.

To respond to the challenges caused by the COVID-19 pandemic, DACC administration prioritized [public health data](#) to guide decision-making processes, planning, and allocation of resources. For example, DACC assembled a COVID-19 safety team to oversee safety processes. The team streamlined [messaging](#) to students and faculty for self-reporting positive COVID-19 results, submitting proof of COVID-19 vaccination, and COVID-19 testing protocols for unvaccinated individuals. Public health data assisted administration in the implementation of the [DACC Forward 2021-2022](#) plan: a framework that guided the college's transition from remote learning and virtual events to reopening the campus safely.

The 53% increase in online course offerings in Fall 2020 because of the COVID-19 pandemic prompted online learning initiatives to prepare students and faculty for remote learning and online teaching. The [Xcite iPad Initiative](#) pivoted from a focus on developing one-to-one iPad academic programs to getting iPads in the hands of students. For two years, the initiative utilized various funding sources to provide iPads to first-time full-time students. In Fall 2023, administrators used student success and financial data to [make the case](#) to the BOR that the college should expand the availability of iPads to all students enrolled in at least 6 credits who had not already received an iPad.

The college's administration maintains a firm commitment to offering comprehensive supports for student wellness and academic success. The college regularly uses grant funding to pilot student success supports and uses data to institutionalize the supports that show a positive impact on students. For example the AVANZA program, DACC's wrap-around services model, was institutionalized after initial funding from a W.K. Kellogg grant based on the [documented](#) success of the program.

In Fall 2022, administration collaborated with Follett Access to implement DACC's [Books 4 Less program](#) to help students improve their course success, discourage course drops and withdrawals, increase retention and graduation, increase affordability, and promote equity. The program reduces the cost of course materials by an average of more than 33% and offers students greater accessibility to course materials on the first day of class. The initiative was prompted by concerns that students were falling behind in their courses due to not purchasing their books at the beginning of the semester. A pilot "First Day Program" was conducted. Based on the results of the pilot, the administration decided to move forward with full implementation.

A [faculty compensation study](#) that ran from October 2018 until October 2019 guided the implementation of faculty salary adjustments. The DACC Faculty Compensation Study Committee, comprised of administration, faculty, and staff, worked with UM Global HR LP consultants to understand the college's salary structures and practices. The study offered data-driven recommendations for a new salary scale and structures that resulted in salary increases for full-time and part-time faculty, along with other compensation adjustments. An [updated review](#) on the faculty salary scale was conducted in February 2022 to confirm that salaries were still within the targeted top 15 percentile of identified peers. The results of that study confirmed that salaries were still within the targeted range and no additional adjustments were made.

5.A.3. DACC's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Faculty at DACC have primary responsibility for the curriculum, including "subject matter, methods of instruction, research, faculty status and those aspects of student life that are related to educational processes" as outlined in [RPM 1.00](#). Through Faculty Senate, faculty are responsible for developing and applying policies affecting the NMSU-System's academic mission. DACC faculty, staff, administrators, and students are involved in setting academic requirements, policy, and processes through service on system-wide and college committees. Key committees include:

- DACC Academic Program Advisory Councils/Committees (described in 3A)
- DACC Administrative Council (described in 5A1)
- DACC Faculty Council (described in 5A1)
- DACC Faculty Council Curriculum Committee (described in 3A)
- DACC Staff Council (described in 5A1)
- DACC Student Government Association (described in 5A1)
- [NMSU Associate Deans Academic Council](#)
- NMSU Faculty Senate (described in 5A1)

Sources

- EFFC 5A1 2022 February 2 Administrative Council Meeting Minutes
- EFFC 5A1 Council_AVPs_Charter_07-31-2023
- EFFC 5A1 DACC Faculty Council Constitution
- EFFC 5A1 DACC Staff Council Constitution
- EFFC 5A1 DACC Student Government Association Constitution
- EFFC 5A1 Email Announcement of 4.28.23 La Plática
- EFFC 5A1 NM_Constitution_Article XII_Section13.SOS-2023
- EFFC 5A1 RPM 1.00 NMSU Structure of Governance
- EFFC 5A1 Staff Council Pastries with the President email
- EFFC 5A2 Aligning the Work We Do Presentation.pdf
- EFFC 5A2 Avanza Final Evaluation Report 2023
- EFFC 5A2 BOR Xcite iPad Presentation
- EFFC 5A2 CC Faculty Salary Increase Final Report (V6) Sept 17 2019
- EFFC 5A2 DACC COVID Dashboard
- EFFC 5A2 DACC Forward - Framework for 2021-22 and Beyond Apr 23 2021
- EFFC 5A2 DACC Integrated Access Program
- EFFC 5A2 December 2021-DACC COVID-19 Update
- EFFC 5A2 Market Study July.24.2022 Report
- EFFC 5A2 PP FY2019 Faculty Salary Study Update
- EFFC 5A2 Xcite Overview 2023
- EFFC 5A3 ADAC
- INTG 2A1_Faculty_Senate_Constitution_2022
- INTG 2A1_NMSU_RPM_ARP
- INTG 2A1_RPM1.10-ARP1.10
- INTG 2B2 Institutional Analysis website
- INTG 2B2 Measures That Matter
- INTG 2C1 BOR Meetings
- INTG 2C1 DACC Operating Agreement Nov 2021 - FINAL - 12-15-21
- QUAL 3C5 Convocation_Spring 2023

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1. DACC has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

DACC maintains a qualified and trained staff to administer day-to-day functions of its operations. In Fall 2023, DACC employed 706 individuals (406 faculty and 300 staff). [Organizational charts](#) illustrate that DACC has the human resources to support its operations.

Fall 2023		
	Full-Time	Part-Time
Faculty	122	284
Staff	225	75

DACC hires qualified operational staff in all areas. All faculty and many staff positions have education and experience requirements determined by duties and associated skills needed to do the job. Position postings outline minimum qualifications and educational requirements, and only qualified applicants are considered for hire. [Hiring procedures](#) are designed to determine qualified applicants. Non-exempt employees across the NMSU-System are unionized under the American Federation of State, County and Municipal Employees (ASFCME), Local 2393. The [collective bargaining agreement](#) is approved by the BOR.

New employees are invited to attend [new employee orientation](#) and are required to complete Strategic & Essential Training (SET) at the time of hire and on a recurring annual basis. Job-specific training is monitored by the hiring unit. All staff attend onboarding and professional development events to learn about and stay current in their respective fields. This can include travel to trainings, conferences, and/or workshops supported financially by the institution. Staff also take advantage of training in-house or through [NMSU's Training Central](#). All employees have access to a tuition remission benefit to take up to six credits each semester at any institution in the system.

The DACC Learning Resource Network ([LRN](#)) facilitates access to face-to-face, online and hybrid professional development training workshops and instructional tutorials focused on expanding professional practices and improving student learning. The presenters are DACC faculty and staff. Additionally, the LRN collaborates with the Staff Council and the Faculty Affairs Committee to coordinate the annual, campus wide [DACC Works Conference](#) as a professional development day open to all faculty and staff. The DACC President [closes the campus](#) to the public so all faculty and staff can attend.

[Annual performance evaluations](#) align with NMSU-System Goals and assess employees' strengths as well as areas for improvement and when needed, include requirements for job-related training and/or professional development.

Infrastructure

DACC has responsibility for maintaining infrastructure at [six](#) of its nine locations: East Mesa Campus, Espina Campus, Workforce Center, Gadsden Center, Sunland Park Center, and Chaparral Center. The facilities at the college's two early college high schools, Arrowhead Park Early College High School and Alta Vista Early College High School are physically and financially maintained by their respective school districts. The educational facilities at Otero County Prison are maintained by the New Mexico Corrections Department.

DACC is committed to developing and using processes to both ascertain and ensure that the needs of students, faculty, and program curricula are met wherever and however programs are delivered. The primary process utilized for facility planning is the facility master planning process in conjunction with DACC's capital expenditure strategy. DACC's capital strategy is based on a "cycling" financing approach that uses a combination of local General Obligation (GO) bond funding and assumptions about potential state funding support. Each cycle is approximately four years long. Local GO bond debt is managed to maintain a consistent tax rate. Statewide GO bonds are issued every two years (even years). State allocations are competitive and require a minimum local match of 25%.

The development of the [Facilities Master Plan](#) identifies capital needs for the next eight years, or for two GO bond cycles, and revisits and validates anticipated capital needs prior to the second GO bond election. The DACC Facilities Master Plan guides the capital planning by identifying the specific and general needs anticipated for all campuses through an inclusive planning process that involves DACC administration, faculty, staff, and students, as well as NMSU facilities planning representatives. The process is data driven and utilizes executive team interviews, surveys of students, faculty, and staff, DACC's strategic plan, enrollment projections based on demographic and peer analysis, and facilities utilization data. DACC physical development has been guided by this process since 1994. As part of the 2019-2026 Master Plan, DACC also conducted an IT Master Plan and a Classroom Renovation Plan to prioritize and implement projects.

Additionally, there are other processes that include examination of infrastructure to support operations whenever and however programs are delivered. The budget request process (described in 5B3), the equipment request process, and the [Academic Program Review](#) and [College Services Review](#) processes all address the needs of each campus or center and the needs of online learning options. DACC's Academic Program Review process specifically addresses the needs of students and curriculum. One key purpose of Academic Program Review is to facilitate conversations among administrators and program faculty as they review program data and metrics and identify program strengths and challenges. These data inform discussion and decisions about how to schedule classes at each location and across modalities.

Through the budget process and the equipment process, division deans in conjunction with department chairs and program directors assess the curricular needs of all programs, including those taught at the satellite centers and online. As a result, there are computer labs and classrooms at each campus/center, a nursing lab at the Sunland Park Center, a science lab and an electronics lab at the Gadsden Center, a welding lab at the Sunland Park Center, a manufacturing lab at the Workforce Center, an auditorium at the Sunland Park Center, and a building construction lab at the Workforce Center. Academic tutoring is available at the Gadsden and Sunland Park Centers, and Adult Education is available at the Gadsden, Sunland Park, and Chaparral Centers. The needs at each of these facilities were determined by various programs/units within the institution, and funding to support the curriculum was requested and granted through the budget and equipment processes, as represented in the Facilities Master Plan.

One of the capital improvement investments identified in both the 2015-2022 and 2019-2026 Facilities Master Plans was expansion of the Gadsden Center facility. This included over 15,000 square feet of classroom, office, and lab space. Construction on new classroom and laboratory space began in March of 2019 and was completed in late 2020. Because of the move to online delivery of instruction in reaction to the COVID-19 pandemic, the space has not yet been fully utilized but is getting more use each semester as the college balances course options across modalities. The college is currently constructing a new [Creative Media Facility](#) at NMSU Arrowhead Research Park to support the DACC creative media programs in proximity to other organizations preparing students and community members for the film and digital media workforce.

Another area for capital improvement investment identified in the Facilities Master Plan was an Information Technology Master Plan that included cabling and Wi-Fi upgrades needed across all DACC locations as well as improvements to classroom A/V systems. Work on these priorities began prior to the COVID-19 pandemic, but shifted into high gear as the college adjusted course delivery modalities in response to state and national guidelines. DACC used already allocated funds as well as CARES act funds to increase access to Wi-Fi at all locations, both inside buildings as well as in the parking lots, so that students, faculty, and staff could access remote delivery of classes and services.

DACC ensures that the facilities at each location meet the needs of students and academic programs through the processes already described (facilities master plan, budget, academic program review, etc.). For example, programs must answer the following prompt in the Academic Program Review template: "Evaluate how your resources (budget, facilities, equipment, technology, etc.) help your program fulfill its mission."

DACC has a well-established budget process (described in 5B3) that allows units to request additional resources, new positions, equipment, and technology, which support the infrastructure needs at all locations. Deans work with their department chairs and program directors to determine needs and then submit requests to the Vice President for Business and Finance (VPBF) who then forwards the request to either the Budget Committee or to the Information Technology Advisory Committee (ITAC). Technology needs college-wide, for example, are routed to ITAC where they are prioritized and then sent back to the VPBF. The same process is true for non-technology equipment and other requests. These requests are routed to the Budget Committee where they are evaluated and prioritized. Ultimately the Budget Committee makes recommendations to the VPBF in response to budget requests, who then forwards it to the Cabinet for final review and approval. These processes are well-defined and happen on a regular schedule. This allows for thoughtful conversations throughout the academic year about needs rather than reacting to requests on a case-by-case basis.

While the facilities master plan addresses large capital improvement needs, a gap was identified in

meeting needs for small renovation requests. As a result, in 2019, DACC implemented a [small renovation request](#) to accommodate small renovations in a timely manner. In partnership with the Faculty Council Facilities/Space Utilization Committee, DACC developed a process where departments/units can request approval for small renovations to classrooms, labs, and/or office spaces. This process is intended to encompass small renovations that generally do not exceed \$100,000 in cost. There are other factors that could limit the scope for a project to move forward in this process such as the extensiveness of construction, disruption to academic or administrative operations, and/or other potential facility challenges. If projects exceed the scope of a small renovation request, they would then be funneled to the broader facilities master planning process for consideration.

DACC's Facilities Services is responsible for addressing the day-to-day and long-term physical needs of the college. Faculty and staff can submit work orders through an online portal. Some requests are small and take only a few minutes to complete while others are more serious and may require more extensive planning and resource allocation to address. The manager of Facilities Services uses the work orders as part of a system for managing facilities adjustments, repairs, and remodels.

Technology is supported at all locations by DACC's Computer Support department. It provides the technological resources needed to support effective teaching and learning in classrooms, computer labs, and in other instructional spaces. Over 95% of instructional classrooms and computer labs are equipped with an instructor computer station and projector. All classroom IT equipment is on a scheduled replacement cycle to ensure that equipment is up-to-date and in place to meet the needs of the learning environment. Additionally, DACC conducts [annual software requests](#) to support faculty and instructional needs in the classroom.

The East Mesa and Espina Campuses are staffed with three computer technicians each, while the Sunland Park and Gadsden Centers are staffed by one technician and one part-time assistant. The Workforce Center is staffed by one computer technician and additional support is provided when necessary. The network and telecom infrastructure are supported by a network developer and telecom technician. The system administrator manages the servers at all locations and the senior systems analyst provides desktop management and technician supervision. Staff are also employed to manage the open computer labs. Computer Support staff work closely with the Information Technology Services Department at NMSU and can draw from its expertise when needed.

5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the DACC's organization, resources and opportunities.

DACC's mission is to be "a responsive and accessible learning-centered community college that provides educational opportunities for a diverse community of learners in support of academic interests, workforce development, and economic growth." Related goals are found in the [Strategic Plan](#), the [Things That Matter](#), and the [Strategic Enrollment Plan](#). Targets for student enrollment, persistence, retention, and completion were set as part of the strategic planning process. These targets were adjusted after significant enrollment declines during the pandemic to be realistic in light of the impact of COVID-19. See 4.C for details. Metrics related to the Things That Matter are detailed in the [Measures That Matter](#). Those measures reflect the programs and services provided by the college's four Operational Divisions.

[DACC's organizational structure](#) supports the mission and goals of the college through four

Operational Divisions. Each has a Vice President (VP) and an Associate Vice President (AVP). *Academic Affairs* includes the five Academic Divisions as well as Workforce Development and Training, the Library, Adult Education, and Online Education and Organizational Learning. *Business and Finance* includes the Business Office, Facilities and Security, Information Technology and Computer Support, and Personnel and Payroll. *Strategic Relationships and Initiatives* includes Accreditation, Communications, Development and Alumni Relations, Fundraising and Events, Grants, Institutional Analysis, Marketing and Publications, Strategic Planning, and the Website. *Student Services* includes Academic Advising, Academic Readiness Center, Admissions, AVANZA, ENLACE, Financial Aid, the Information Center, Student Accessibility Services, the South County Director, Student Government Association, the Title V Excelencia grant, and VLIT Student Learning Technology support.

As detailed in 5.B.1 and 5.B.3, resource allocation is driven by the college's mission and goals. [Budget priorities](#) are tied directly to these goals. The Things That Matter goals (Measures That Matter) provide the framework for determining the [Activities That Matter](#) (i.e., the opportunities DACC provides to the community to meet the institutional mission). Continuously examining these activities and connecting them to specific goals allows the college to realistically balance metrics with resources and opportunities.

5.B.3. DACC has a well-developed process in place for budgeting and for monitoring its finances.

DACC has well-developed processes in place for budgeting and monitoring finances. All division deans, directors, managers, and coordinators are provided their annual budgets at the beginning of the fiscal year, and expenses are monitored on a monthly basis by the DACC Business Office. College leaders also have access to real-time budget information for their units through Banner. Budget information is published internally on an interactive dashboard on the [Business Office SharePoint site](#), providing information to all DACC employees on the financial health of the college. Additionally, the Business Office provides training and support to college leaders as needed to ensure understanding and access to applicable information regarding financial transactions and budgetary impacts to their units.

The DACC budget is based upon three primary revenue sources: (1) tuition and fees; (2) a local mill levy; and (3) state allocations. DACC utilizes a “cycling” approach to capital financing. With this approach, a capital program is based on bond issues on a regular cycle (described in 5.B.1). The debt structure keeps taxes at a relatively constant level. This approach allows the institution to develop a capital program based on realistic and steady revenue expectations. The advantage to the local taxpayer is that expenditures are based on a long-range plan open to scrutiny and that taxes are not raised. Because of a state shortfall in revenue and decrease in enrollment from FY19 through FY22, DACC had a decrease in state funding and tuition and fee revenue. An increase in the local mill levy helped address some of the decrease, as did conservative fiscal planning and management. In response to state funding cuts in 2021, Moody's Investor Services, Ltd. conducted an annual surveillance of DACC's bond rating to determine whether DACC's existing rating of Aa2 needed to be adjusted. As a result of the information provided to Moody's documenting the processes and adjustments made in response to the cuts, [Moody's](#) determined no change was needed to the DACC rating.

The Vice President for Business and Finance's (VPBF) budget presentation to the Advisory Board in

[May 2022](#) provides additional evidence of careful planning. The 2022-2023 budget presented included no tuition increase but accommodated for a two-part state legislature-initiated compensation increase, a 135-mile radius waiver of additional student out-of-state tuition costs, an academic services fee to cover student support infrastructure, and a bookstore integrated services fee. The college also reorganized some positions to offset potential decreases in funding in subsequent years. The VPBF provides regular updates regarding process and outcomes of the budget cycle.

Evidence of DACC's commitment to careful management of fiscal resources is reflected in the annual budget process. This was especially true in planning for fiscal years 2019, 2020, 2021 and 2022 when state funding was impacted by decreasing enrollment. Linked are three documents for 2020-2021 that represent the detailed instructions and level of communication from the VPBF that enabled DACC to remain financially solvent in response to the budget reduction. The first document is an explanation and [set of instructions](#) provided to department chairs, program directors, deans, and non-academic unit directors to help them fill out budget worksheets accurately. The second document is a memo addressed to college-level administrators that initiates the [equipment and software request process](#) and provides guiding principles for prioritizing requests. Engaging all faculty and staff in making decisions is strongly advised. The last document is a memo addressed to college leaders that explains the [budget reduction process](#) for 2020-2021. Budget principles are documented in this memo, each of which is evidence of DACC's commitment to its students and employees.

The FY23, FY24, and FY25 budget planning processes benefited from a healthier state budget, an increase in the tax base for the local mill levy, and a slow but steady increase in enrollment from Fall 2021 to Fall 2023. The [May 2023](#) VPBF budget presentation to the Advisory Board illustrates the college's approach to budgeting for those cycles as well as the financial stability of the college.

DACC administers two iterative and interrelated processes to allocate resources each fiscal year, both of which ensure that resource allocation is done in a fair and ethical manner in support of the college's mission, academic and non-academic programs, and student success initiatives. The two processes are 1) the [budget request process](#); and 2) the [equipment request process](#). The budget request process and the equipment request process are both conducted with the input and recommendations of two college-wide committees comprised of faculty, staff, and administrators: the Budget Committee and the Information and Technology Advisory Committee (ITAC). The Budget Committee makes budget recommendations related to the operation of the college while ITAC makes recommendations for the purchase of major technology equipment.

The budget process serves to formalize the activities of the College for the next fiscal year. [Budget requests](#) are prepared by each unit in the College to correlate with the planning process. [Budget worksheets](#) are prepared and reviewed by the appropriate program, department, division, and college personnel and submitted to the VPBF for review prior to budget hearings with the Budget Committee and administration. The Budget Committee makes funding recommendations after conducting a series of budget hearings and prior to final budget approval by the administration and the DACC Advisory Board. After the budget is fully developed, the VPBF presents it to the DACC Advisory Board for their approval. This is done during a spring meeting each year. After the budget is approved by the DACC Advisory Board, it is presented to the BOR for NMSU-System approval. Once the budget is approved by the BOR, it is provided to each unit prior to the beginning of the fiscal year.

A separate process considers major equipment and software requests. Each unit on campus submits a prioritized request of equipment and technology needs to the VPBF, who then forwards technology-related requests to the Information and Technology Advisory Committee (ITAC). This committee

examines and prioritizes the requests, and then submits recommendations to the VPBF of items to be funded. Both the budget and the equipment request processes have functioned as described for more than 20 years. While details in the processes are modified to create efficiencies or in response to extenuating circumstances or feedback from stakeholders, they have proven to be effective in managing requests and planning for resource allocation.

Additional funds are secured through grants and fundraising activities. DACC's Strategic Initiatives and Relationships unit oversees grant applications and fundraising and is committed to building relationships with and generating support from external stakeholders to advance the vision and mission of the college. This office includes the Vice President for Strategic Initiatives and Relationships and a Lead Development Officer, who manage the development of grant applications as well as the implementation of fundraising programs.

[Revenue generated from grants](#) allows DACC to develop and expand its CTE programs (Perkins Grant) and Adult Education program (Adult Education Grant). Additionally, DACC procured three broad grants including the NSF-sponsored Experiential Learning STEM Opportunity for Latinos (ELSOL) grant for low-income, minority students to earn associate's degrees in STEM-related fields; the Title III-funded Éxito Project that focuses on increasing the number of Hispanic and low-income students attaining postsecondary degrees in STEM through facilitating access, persistence, retention, and completion; and the Title V-funded Excelencia grant that will provide holistic student support, and student access, enrollment, retention and completion.

Examples of fundraising efforts include the [scholarship grant](#) established through the Hunt Family Foundation to benefit students at DACC in collaboration with a matching scholarship from the Community Foundation of Southern New Mexico through the Jon Wynne Fund. Also established are several permanent and current use scholarships. These have been developed in collaboration with the NMSU Advancement Office. Each fall semester DACC hosts a fundraising golf tournament to support student scholarships. Ten \$500 scholarships were awarded for tuition, books and fees in Fall 2022, which was matched 1:1 by the Community Foundation of Southern New Mexico's Jon Wynne Endowed Memorial Scholarship. At least one student from each Academic Division is chosen to receive this scholarship.

Because of the planning and strategic management of fiscal resources by the VPBF under the direction of the DACC President, DACC has been able to stay solvent and financially secure during the years when its budget was reduced. The annual audit of the financial statements of net assets of the NMSU-System, the related statements of revenues, expenses, and changes in net assets, and cash flows are the mechanisms used to monitor the financial transactions of DACC and ensure financial integrity. Audits are conducted in accordance with Governmental Auditing Standards. The audit also considers internal control over financial reporting and tests compliance with certain provisions of laws, regulations, grants and contracts, and other matters. The NMSU system has an Internal Auditing Department, which examines DACC's financial transactions, accounting principles, and internal control measures. The NMSU-System publishes an [annual financial report](#) that contains an overview of financial statements, financial analysis, and a report from an independent auditor. This annual financial report is inclusive of DACC. Annual [budget reports](#) are also published online.

5.B.4. DACC's fiscal allocations ensure that its educational purposes are achieved.

To ensure that DACC's educational purposes are achieved, [fiscal allocations](#) primarily focus on

teaching and learning, student support, and infrastructure that supports those priorities. For fiscal year 2022-2023 (FY23), the college spent 55% of unrestricted Instruction and General (I&G) funds for Instruction, 12% for Academic Support, and 9% for Student Services. The remaining 24% was spend on Institutional Support (15%) and Physical Plant (9%).

To fulfill its educational purpose, DACC must remain accessible to a diverse community of learners. As described in the [FY23](#) and [FY24](#) budget presentations to the Advisory Board, the college prioritizes accessibility to current and future students by minimizing tuition increases, reducing tuition for students from the El Paso area, dedicating significant funds to student aid, and reducing fees and books costs. Utilizing non-tuition sources of funding such as General Obligation (GO) bonds and grants also contributes to the accessibility of educational opportunities.

Fiscal allocations for facilities and infrastructure and for faculty and staff are integral to DACC's ability to achieve its educational purposes. As described above, the college's Facilities Master Plan provides a framework for long-term planning in support of the college's mission. The Academic Program Review and College Services Review processes prompt leadership to examine needs related to staffing and are often used to support budget requests for new or restructured positions. In addition, grant funds are used to increase staffing related to specific initiatives. If those initiatives show positive outcomes, fiscal allocations are made to institutionalize the related positions.

Sources

- EFFC 5A2 Aligning the Work We Do Presentation.pdf
- EFFC 5B1 2023 Annual Strategic Essential Training
- EFFC 5B1 About the LRN
- EFFC 5B1 Annual Performance Evaluation
- EFFC 5B1 DACC Creative Campus Groundbreaking
- EFFC 5B1 DACC Org Charts
- EFFC 5B1 DACC Staff Hiring Guide
- EFFC 5B1 DACC Works Conference Campus Closure Email
- EFFC 5B1 DACC_Master Plan_2019-2026
- EFFC 5B1 FA22 Software Request by Dept Detailed
- EFFC 5B1 Final-Collective Bargaining Agreement-eff-08.25.2022
- EFFC 5B1 FY2023-24 Small Renovation Request Process.pdf
- EFFC 5B1 Locations of Doña Ana Community College
- EFFC 5B1 New Employee Orientation
- EFFC 5B1 Training Center home
- EFFC 5B2 Budget Priorities Summary FY23-24
- EFFC 5B3 Budget Explanation Instructions 2020-21
- EFFC 5B3 Budget Reduction Process FY21
- EFFC 5B3 DACC Budget Process FY 2024-25
- EFFC 5B3 DACC Matching Funds Scholarships 2022-Present
- EFFC 5B3 DACC Proposals 2020-2023 Final
- EFFC 5B3 FY 2020-21 Equipment Request Process Memo
- EFFC 5B3 FY 2024-25 Multiple Academic Program Budget Forms
- EFFC 5B3 FY2023-24 Equipment Request Process
- EFFC 5B3 Moodys Rating 2021 and 2022
- EFFC 5B3 NMSU System 2021-2022 Annual Financial Report_A-133

- EFFC 5B3 VPBF SharePoint screenshot
- EFFC 5B4 Advisory Board Budget Approval 2023-24
- EFFC 5B4 DACC Advisory Board Budget Presentation Final FY23
- EFFC 5B4 DACC FY2023 Dashboard
- EFFC 5B4 FY22-23 Feb 15 2022 Budget Requests
- EVAL 4A1 Program Review SOP
- EVAL 4B1 College Services Review SOP 2023
- EVAL 4C1 NMSU DACC Enrollment Management Plan June 2022
- INTG 2A1 Budget Reports NMSUSystem.pdf
- INTG 2B2 Measures That Matter
- MISS 1A1 DACC Strategic Plan 2025
- QUAL 3C5 DACC Works Conference 2023

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1. DACC allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

The [2023-24 budget](#) provides evidence that the final budget approved by the DACC Advisory Board aligns with the college's mission and priorities. Per the mission, DACC provides educational opportunities in support of academic interests, workforce development, and economic growth. The [Things That Matter](#) focus on increasing access, usage of support resources, completion, and operational efficiencies. Expenditures include 67.2% for Instruction & General and 29.4% for student aid, two areas that directly connect to the mission and priorities. The remaining 3.4% includes Public Service, Internal Services, and Auxiliary Enterprises.

During each budget cycle, the Vice President for Business and Finance (VPBF) explains the [budget process](#) including how budget decisions align with the college's priorities. Budget proposals that demonstrate a connection to those priorities are given consideration over those that do not. For example, the [Library's FY24-25 budget request](#) included an explanation of how increasing their acquisition budget would translate to increased service and access across the campus community, which supports the delivery of educational opportunities. aligns with overall mission and priorities. The Budget Committee reiterates these priorities in their [budget recommendations](#) to the President's Cabinet.

An example of the college allocating resources in alignment with its mission and priorities is the decision to institutionalize the [AVANZA](#) program. The AVANZA program was created with funds from a \$865,000 W.K. Kellogg Foundation grant. The program's focus is to provide holistic student services including educational support, financial and career coaching, access to tutoring, health & wellness resources, college success workshops and employer-student networking opportunities. This focus aligns with the priority *Thrive – Increase the number of students who use the college and community resources known to support student success*. The program was [originally created](#) to serve students at DACC's south county centers (Gadsden, Chaparral, and Sunland Park). When the grant

was exhausted in 2022, the President's Cabinet, with input from the DACC Advisory Board, decided to institutionalize the program and expand it to all students at DACC.

5.C.2. DACC links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

DACC is intentional in creating links between its planning and budgeting processes and the processes for assessment of student learning and evaluation of operations. The primary connection between these processes is the focus on fulfilling the institutional mission through completion of strategic plan goals and the Things That Matter. The specific processes that are linked include: Academic Program Review, Academic Program Assessment, College Services Review, Student Success Assessment, and the Budget Process.

Within the [Academic Program Review](#) process (discussed in 4.A.1), programs are asked to evaluate the cost of their program and how resources (budget, facilities, equipment, technology, etc.) help the program fulfill its mission. Programs are also asked to explain how additional resources, if available, would help the program more completely fulfill its mission. For example, the Welding program noted in their [2022 comprehensive review](#) that welding historically has a higher cost due to consumables and equipment maintenance costs. They noted that additional resources would allow the program to ensure that the equipment is state-of-the art, reflective of industry standards, and able to be replaced upon failure rather than trying to stay ahead of the potential failures through the equipment acquisition process. If materials budget was increased students would have access to additional materials for practice with the potential to increase learning outcomes. These observations led to the submission of a [budget request](#) for a 5% increase in their supplies budget. Similarly, the Radiologic Technology program documented in their [annual review](#) a plan to propose renovations to the x-ray lab. This resulted in a [small renovation request](#). Also, the Creative Media Technology program discussed collaborations with local area film producers in their [2018, 2021, and 2022 reviews](#) which contributed to the proposal to build the new [Creative Campus](#).

As detailed in 4.B, DACC has a robust structure for the assessment of student learning. The Academic Program Assessment Process and Academic Program Review are linked through the reflection questions within the [comprehensive review process](#). Programs are asked to list their student learning outcomes, describe how their program assesses those outcomes, and summarize the professional development opportunities that ensure faculty improve teaching and remain current in their discipline. Academic assessment is linked to planning through the actions taken as a result of assessment results. For example, to support departmental and institutional goals related to persistence, retention, and completion, the Nursing program explored and implemented an all-inclusive resource and assessment series to provide data about a student's mastery of specific concepts related to nursing licensure (NCLEX). The college's culture of assessment also impacts budgeting, particularly in the area of funding for professional development. For example, the Assessment Committee is [allocated funds](#) every year to support part-time faculty participation in the New Mexico Higher Education Assessment and Retention conference.

Within the current [College Services Review](#) (CSR) process that was launched in 2023 (discussed in 4.B.), units are asked to describe their current resources, evaluate how their resources help the unit to fulfill its mission, and explain how additional resources would help the unit more completely fulfill its mission. Student-facing units are also asked to describe recent assessment plans. To connect the CSR process to planning, units are asked to detail how their activity contributes to the Things That

Matter and the strategic plan goals. Although the previous CSR process did not include prompts specifically focused on resources or on outcomes assessment, the process did require data collection, discussion, and conclusions. The [Personnel and Payroll Services 2022 CSR report](#) illustrates how poor satisfaction survey results served as an impetus for investment in a consultant to evaluate HR processes to determine areas for process improvement.

As described in 5.B.3, the budget process is explicitly tied to strategic and administrative planning though a focus on the Things That Matter. It is recommended that budget proposals have identified outcomes and utilize data and available metrics to demonstrate the funding needed. For example, the [FY23 Library Budget Proposal](#) justification includes an explanation of how the reclassification of a position would contribute to each of the Things That Matter as well as the metrics that would be used to assess outcomes. The Academic Program Review and College Services Review processes are designed to prompt department and unit leadership to reflect on how their areas contribute to the Things That Matter and to use data to determine needs. These aligned processes support the mission of the college in equitable and transparent ways.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

DACC approaches institutional planning systematically and strategically and includes perspectives of internal and external constituent groups. Internal stakeholders are responsible for developing and implementing each of these plans. DACC leadership values diverse perspectives throughout the organization and invites faculty and staff from across the institution to participate in the planning processes. Having external perspectives is also crucial in developing plans that are strategic and anticipate growth, needs, revenue, and expenditures.

Planning processes include:

- Strategic Planning
- Academic Planning
- Facilities Planning
- Fiscal Planning

DACC Strategic Plan

The college's [Strategic Plan](#) was developed by a working group of 24 faculty and staff from across the college. The working group broke into three teams focused on: enhancing student success, building robust systems, and hallmarks of community colleges. Each team gathered input from constituents while working on the strategic plan draft. Drafts were shared with multiple constituent groups for comment such as: DACC faculty, staff, and administrators; the DACC Advisory Board; and NMSU leadership. A virtual forum was held to gather additional input. Revisions were made based on feedback.

Planning for the next iteration of the strategic plan will begin in 2024. The planning process will build on the efforts the college has made to [align the work](#) we do as outlined in the President's September 2023 address to the Administrative Council. External constituents will be invited to be a part of the strategic planning working group.

Academic Planning

Academic planning at DACC involves program specific processes and decision making, collegewide committees, and input from external constituents. [Academic Program Review](#) prompts faculty and administrators to consider how their programs: align with workforce needs, align with institutional goals, are responsive to student needs, and when applicable, meet specialized accreditation requirements. Program Review includes internal constituent groups through the Faculty Council Academic Program Review committee. In addition, individual academic departments and programs host periodic advisory committee meetings, which include stakeholders from industry. These stakeholders, often area employers, provide specific and relevant guidance that informs academic planning. An example are the healthcare employers who provide clinical sites for DACC Health Science students and provide valuable industry-based perspectives.

Curriculum planning also involves input from internal and external constituents. Academic departments gather information from assessment of student learning and from their advisory committees to inform curriculum proposals. Proposals are reviewed by the Faculty Council College Curriculum Committee which includes representation from across the college. Proposals are also reviewed by at least one NMSU-System committee (the level of review depends on the type of proposal). Proposals that include substantive changes are reviewed by HLC. Proposals for new degrees are reviewed by the New Mexico Higher Education Department.

Another example of integrating external input into the academic planning process is college's partnership with the three local school districts in DACC's Dual Credit Program. [Planning meetings with school district administrators](#) ensure that program objectives are met and DACC is planning according to community need and demand within the parameters of the college's capacity. These examples demonstrate that DACC is dedicated to integrating the input of external stakeholders within the academic planning process.

Facilities Planning

The [DACC Facilities Master Plan](#), discussed in 5.B.1, projects eight years into the future to anticipate the needs of the college regarding physical space and technology, as well as projected revenues and expenses. The college utilizes the firm Architectural Research Consultants, Incorporated to assemble the Facilities Master Plan. Stakeholder input is gathered through interviews with executive team members, an online survey available to students, faculty, staff, and community members, and an open forum conducted via zoom. The themes from stakeholder input guide the direction of the plan. The master plan is discussed with the DACC Advisory Board to provide opportunity for input and keep the board updated on the college's progress.

Fiscal Planning

The budget process, discussed in 5.B.3, engages internal constituents through the submission of budget proposals, participation in budget hearings, and budget committee feedback. The budget committee includes representatives from across the college and includes both faculty and staff. Once the proposed budget is finalized, it is presented to the DACC Advisory Board for approval.

Securing financial resources for the college, a key piece of fiscal planning, involves both internal and external constituents. For example, the [2023 General Obligation Bond Advisory Committee](#) included both internal and external representation. Internal representatives included students, faculty, staff, and administrators. External representatives included NMSU colleagues, DACC alumni, industry

leaders, and political leaders. This committee was instrumental in educating the community about the importance of the voting.

5.C.4. DACC plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Each of the planning processes listed in 5.C.3 considers the current capacity of the college as well as anticipates future needs. Data informed adjustments to goals and key performance indicators (KPIs) are made as needed based on fluctuations in the institution's sources of revenue and enrollment. For example, the [Strategic Plan](#) included a KPI of increasing fall headcount for credit students by 1 percentage point each year. This KPI was increased to 3 percentage points per year to offset the impact of the pandemic.

DACC student enrollment dropped substantially during the pandemic. Fall enrollment decreased 13% from Fall 2019 to Fall 2020 and decreased another 8% from Fall 2020 to Fall 2021. Since that time, the college has had a steady increase of around 3% per semester. Budget projections are based on a conservative expectation of steady enrollment growth. The pandemic had a disproportionate impact on DACC students in high risk circumstances including first-generation students, students in low-income circumstances, and students with dependents. One of the college's [Achieving the Dream \(ATD\) goals](#) focused specifically on closing the equity gap for those students.

Part of DACC's capacity is the college's multiple locations. Although all of DACC locations experienced a significant drop in enrollment due to the pandemic, the south county locations were more heavily impacted by the move to online instruction. DACC students are not assigned to a specific campus. Students may take courses at multiple locations during the same semester and can also take both in-person and online sections in the same semester. To gauge the enrollment at each location, the college tracks headcount by course enrollments in the sections delivered at each location. The move to online delivery during the pandemic resulted in a significant drop in course enrollments at the south county locations (Chaparral Center, Gadsden Center, and Sunland Park Center). South County in-person headcount went from 1133 in Fall 2019 to 10 in Fall 2020 and has increased to 382 for Fall 2023. In an effort to continue to grow in-person enrollment in the south county, the Division Deans have spearheaded a [Smart Scheduling initiative](#) that will launch in Fall 2024 with expanded offerings at Gadsden Center and Sunland Park Center. In addition, the Nursing program has added a cohort at the Sunland Park Center.

The college's participation in ATD provides another approach to considering DACC's capacity. In Spring 2023, the college administered the [Institutional Capacity Assessment Tool](#) (ICAT) survey to all faculty and staff to better understand how it could improve its performance relative to the following seven capacities: Leadership and Vision, Engagement and Communication, Equity, Data and Technology, Teaching and Learning, Policies and Practices, and Strategy and Planning. About 100 faculty and staff participated in a forum to review the results and make recommendations regarding how the college can continue to build its capacity.

DACC's enrollment has a direct impact on one of the college's primary sources of revenue, tuition and fees. DACC's efforts to keep the college accessible by keeping tuition and fees low (discussed in 5.B.3) also impacts this source of revenue. The other primary sources of revenue are a local mill levy and state allocations. Each year the local tax levy estimate is based on the previous year's actual revenue. Additional financial resources include grant funding and donations (also discussed in

5.B.3).

Fluctuations in state allocations are impacted by state revenues and by legislative priorities. Because the state of New Mexico's budget relies heavily on the oil industry, state allocations can vary significantly from year to year. DACC manages these fluctuations through careful planning as outlined in 5.B.3. The steps the college took to address the [FY21 budget reductions](#) illustrates this planning. Another example is the college's process for [distributing](#) additional funds that were allocated in the middle of FY23.

During the annual legislative session, institutions of higher education across the state collaborate to advocate for higher education. DACC participates both as part of the NMSU-System and also as part of the New Mexico Association of Community Colleges (NMACC). The NMSU-System [priorities for FY24](#) included support for the Lottery and Opportunity Scholarships, roof replacement for Gadsden Center and the Digital Media Building at East Mesa, and RPSF funds for Education, Nursing, Respiratory Therapy, and Dental Hygiene. [Priorities for FY25](#) include funds for construction of increased access points to Gadsden Center and completion of Creative Media Technology construction, and RPSF funds for Nursing and Dental Hygiene. The NMACC is focused on increasing Instruction & General (I&G) funds, compensation increases, additional funding for Dual Credit, development of a technology enhancement fund, and development of an endowed workforce training fund. Once the legislative session concludes, the college makes any adjustments needed to the proposed budget before engaging in the budget approval process described in 5.B.3.

5.C.5. DACC's planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

DACC has a strong record of embracing technology advancements in teaching and learning. The Xcite iPad Initiative began in Fall 2015 with 5 faculty members who worked to explore the "how and classroom/student needs" of iPads being used as an engagement tool and as a student-centered device for innovative class lessons. The initiative was branded as [Xcite](#) (Xtraordinarily Creative Interactive Teaching Experience) in 2017 and worked to increase the number of one-to-one iPad academic programs. In summer 2020, DACC began [distributing iPads](#) to new students across all academic programs as the college pivoted to online education due to the pandemic. In Spring 2024, iPads have been made available to all DACC students taking at least 6 credits who have not already received a device, whether they are new or continuing students. In addition, DACC is building a cadre of Faculty Mobile Learning Coaches to continue to expand the integration of mobile devices into the teaching and learning experience.

For over a decade, DACC has focused on improving the quality of online and hybrid courses by providing faculty professional development through a variety of formats. In 2018, the college used the Quality Matters framework to build the structure for the [DACC Online Quality Assurance Plan](#). Faculty Council voted that faculty should be required to complete the online quality professional development plan, but the requirement initially did not have much traction. When instruction was moved online in March 2020, faculty were paid a stipend out of HEERF funds to complete the professional development. To continue the focus on online quality the college has created a new position, Director of Online Education and Organizational Learning.

The [Facilities Master Plan](#) includes an Information Technology Plan which guides infrastructure planning related to technology advancements. Ongoing enhancements to the technology

infrastructure are guided by this plan but are also adjusted to meet emerging needs. For example, when the college shifted to online learning during the pandemic Wi-Fi access was enhanced to include DACC parking lots, so that students could safely access their courses.

Historically, the majority of DACC's student population has been traditionally aged (18-24) with about 12% high school and 30% 25 or older. Based on state demographics, the number of traditionally aged college students is predicted to drop in New Mexico. DACC has taken several steps to increase outreach to adult students and build pathways between Adult Basic Education and credit programs. A position within the Admissions office was restructured to focus on community-based approaches to recruiting adult students. Also, the Adult Education program revised their onboarding program for adult learners to include a class called Introduction to Adult Education that includes information about the admissions process and available academic programs as well as college and career readiness skills. The course is offered in both English and Spanish. In recognition that DACC serves a regional economy, the college now offers a 135-mile waiver to allow students from the El Paso area to attend DACC at a rate only 10% higher than the in-state rate.

Planning for both demographic shifts and the evolving local economy, the college pursued a grant from Union Pacific to create the [Union Pacific Industrial Careers Academy](#). This non-credit, workforce training program is offered at the Sunland Park Center to meet the economic needs of the south county. The Union Pacific Industrial Careers Academy provides fast-track training in logistics, warehousing, transportation, and manufacturing including courses in Certified Logistics Technician, CDL Training, Certified Technician Supply Chain Automation, Certified Production Technician 4.0, Digital Foundations/IC3 Certification, Welding Fast-Track Certificate, OSHA 10 training, and OSHA Forklift training. The academy offers classroom activities along with job-shadowing, workplace observations and company tours, and internship opportunities.

Two examples of new credit programs that have been proposed to meet evolving economic needs include a Computer Information Systems Associate of Applied Science degree and the Basic Drone Certificate. The Computer Information Systems degree was created in response to increasing industry needs for skilled computer programmers. The Basic Drone Certificate program will train students in Unmanned Aerial Systems (UAS) technology, which will fill local and regional demands in a variety of industries including aerospace, agriculture, filmmaking, construction, and security applications.

The pandemic changed the nature of work, opening up new opportunities for flexibility for faculty and staff. Colleges are challenged to balance their employees' interest in increased flexibility with the needs and wants of the students and quality teaching and learning. In June of 2020, the NMSU-System created [ARP 6.87](#) which established an Alternative Work Arrangements structure for the system institutions. Alternative work arrangements include options such as: a compressed work week, flextime, short-term work modifications, staggered work scheduled, and telework. DACC took this one step further and created a [Framework for Alternative Work Arrangements](#) that established four telework definitions: remote schedule, hybrid: mostly remote schedule, hybrid: alternating schedule, and in-person schedule. This framework is used for decision-making by supervisors and guides planning for office space and technology needs.

In an effort to anticipate future impacts of the evolving nature of work and of higher education since the pandemic, the DACC President established the Crafting the College of the Future working group in 2022. This cross-campus, cross-hierarchical team examined the following: "The pandemic changed us forever. There are undoubtedly implications for higher education - how we teach, how we learn, how we provide services, how we work. What are some of the changes we need to make as an educational institution and as an employer to be a healthy and vibrant institution meeting our

mission?" Team members researched current higher education literature and national and institutional data and presented [recommendations](#) in these areas: teaching and learning, employee conditions, student services/student success, program and course scheduling, reimagined spaces, and technology.

5.C.6 DACC implements its plans to systematically improve its operations and student outcomes.

DACC is committed to continuous improvement of programs, services, personnel, facilities, and student outcomes through assessment, evaluation, and reflection on current and potential practices. This commitment results in individual and organizational improvement actions as described throughout this assurance argument. DACC's mission, strategic plan, and related documents serve as guidelines for data-informed decision-making regarding improvement actions. The Things That Matter framework operationalizes these guiding documents.

Structured annual processes such as Academic Program Review, College Services Review, Academic and Student Success Assessment, and the Budget Process facilitate the college's implementation of plans to systematically improve its operations and student outcomes. Student input is gathered through focus groups and through the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). The following examples, organized by the Things That Matter, illustrate how the college implements its plans.

Priority 1. ACCESS Increase the number of people in the communities we serve who access DACC services and resources.

One key to increasing access is offering the educational opportunities needed in the community. The [Union Pacific Industrial Careers Academy](#) was created to provide opportunities for southern Doña Ana County residents to develop skills and training sought by area employers.

Priority 2. THRIVE Increase the number of students who access and use college and community resources that support student success.

The [AVANZA](#) program provides wrap-around services focused on basic needs, personal and family wellness, and navigating college and career planning. AVANZA was initially a grant funded initiative focused on adult students in the south county. DACC institutionalized the program in 2022 and expanded it to the whole college.

Priority 3. BENEFIT Increase the number of students who complete their educational goals.

In 2021, DACC was awarded both a Title III grant focused on building success and opportunities for Hispanic students pursuing STEM programs ([Éxito Project](#)) and a Title V grant focused on increasing Hispanic student success outcomes ([Excelencia Project](#)). These projects have implemented success coaches, faculty and staff professional development, and student engagement opportunities to support completion of educational goals.

Priority 4. EXCEL Implement practices across the college that allow us to produce results effectively and efficiently.

The DACC Academic Advising Center partnered with the [Integrated Planning and Advising for](#)

[Student Success](#) (iPASS) initiative, funded by the Bill & Melinda Gates Foundation and a Helmsley Charitable Trust STEM grant, to make major reforms in delivering academic advising services to all DACC students. Changes included a transition to a major-based caseload advising model, proactive advising and interventions of STEM major students, and implementing and utilizing a centralized CRM/Student Success Management System to more efficiently enhance student advising, communication and engagement. These efforts contributed to the NMSU-Systemwide implementation of the Navigate platform. Navigate has streamlined early alerts and connects initiatives across multiple care units such as Academic Advising, Financial Aid, AVANZA, Student Success Coaches, Career Readiness, and Tutoring.

Sources

- EFFC 5A2 Aligning the Work We Do Presentation.pdf
- EFFC 5B1 DACC Creative Campus Groundbreaking
- EFFC 5B1 DACC_Master Plan_2019-2026
- EFFC 5B3 Budget Reduction Process FY21
- EFFC 5B3 DACC Budget Process FY 2024-25
- EFFC 5B4 Advisory Board Budget Approval 2023-24
- EFFC 5C1 Avanza Goals
- EFFC 5C1 DACC Budget Committee Recommendations FY 23-24
- EFFC 5C1 Library FY24-25 budget request
- EFFC 5C2 2017 Radiologic Technology Annual Review
- EFFC 5C2 CMT Academic Program Reviews
- EFFC 5C2 Comprehensive Academic Program Review Template
- EFFC 5C2 DACC HR College Svcs Review Report 2022
- EFFC 5C2 FY 2024-2025 AT Budget Presentation
- EFFC 5C2 FY23 Library Budget Proposal
- EFFC 5C2 Rad Tech Proposal to Inquire about renovation costs
- EFFC 5C2 Welding Technology.2022.Comprehensive Academic Program Review (1)
- EFFC 5C3 GO Bond Committee 2023
- EFFC 5C3 Notes_DACC_GISD_DualCreditC_WorkingGroup.10.12
- EFFC 5C4 ICAT 1.5 Results Summary Report DACC SP23
- EFFC 5C4 Legislative Book 2023
- EFFC 5C4 Legislative Priorities 2024
- EFFC 5C4 South County SMART Scheduling Updates-Meeting recap
- EFFC 5C5 ARP687 Alternative Work Arrangements
- EFFC 5C5 AWA_DACC Framework_December 6 2022
- EFFC 5C5 DACC_Xcite_SOP
- EFFC 5C5 Recommendation Table Crafting the College
- EFFC 5C5 Recs_Crafting the College_Aug 2023
- EFFC 5C5 Student Communication - Free iPad_FA2023
- EFFC 5C6 CCRC IPASS-advising-reform-case-studies
- EFFC 5C6 Title V Grant Approval Notification
- EVAL 4A1 Program Review SOP
- EVAL 4B1 College Services Review SOP 2023
- EVAL 4C2 2023 ATD Annual Reflection Responses
- INTG 2B2 Measures That Matter
- MISS 1A1 DACC Strategic Plan 2025

- MISS 1A4 AVANZA Home
- MISS 1B3 Union Pacific Industrial Careers Academy
- MISS 1C3 Title III Exito Grant
- QUAL 3A3 DACC Online Quality Assurance Plan
- QUAL 3C5 Allocation Distribution FY23 and FY24
- QUAL 3C5 NMHEAR Part-Time Faculty

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

DACC's governance and administrative structures enable it to fulfill its mission. Statutory law, NMSU-System policy, and the college's organizational framework create an effective structure for shared governance. NMSU-System policy provides administrative authority to the Chancellor of the NMSU System Community Colleges and Faculty Senate jurisdiction over academic matters. Multiple avenues are available for collaboration between students, faculty, staff, administrators, and external constituents.

DACC's resource base is able to support its current and future educational programs. Budgeting processes demonstrate that resource allocation is aligned with the educational mission and strategic priorities of the institution. Institutional planning is proactive but also flexible enough to pivot when unforeseen circumstances arise, such as a global pandemic. DACC continuously engages in evaluation and improvement activities to enhance its operations and student outcomes.

Sources

There are no sources.