



**Student Success**—that's what it's all about!

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
May 13, 2008  
ENMU-Portales P-20 Initiatives**

**Mission**

- Prepare students for careers and advanced study
- Impart citizenship and leadership skills and values
- Support and expand the role of education and excellent teaching at all levels
- Enable citizens to respond to a rapidly changing world

**Overarching Objective**—Place student learning at the center of every institutional action and activity.

**Institutional Goals**

- 1) Strengthen ENMU's academic programs to advance student success
- 2) Attract an increasingly diverse student body and enhance students' successful progress toward their academic and personal goals
- 3) Build effective collaborations on campus and with community, business and educational partners to further the goals of our institution, region and state.

**P-20 Initiatives**

**Dual Enrollment Credits**

Goals: The central goal of the Dual Enrollment Program for Secondary Students is to provide a select (Juniors/Seniors, 2.5 CGPA, school and parent permission) number of high school students an opportunity to earn college credit while still in high school. A student may take a maximum of six semester hours per term (more with recommendation). In addition, the program provides transferable higher education courses through distance technologies or face-to-face instruction that enriches the secondary student's background, stimulates collegiate preparation, and promotes college attendance.

Partners: ENMU-Portales' New Mexico school partners include: Dora, Elida, Portales, Fort Sumner, Clovis, Tatum, Texico, Corona, Logan, House, Floyd, San Jon, Cloudcroft, Animas, Melrose, Hot Springs, Roswell (2), Hobbs, Mosquero, Santa Rosa, Tularosa, and Hagerman.

Strategies:

- 1.0 FTE university liaison/numerous school liaisons
- University-wide Dual Credit Coordinating Task Force
- Participation on Statewide Dual Credit Agreement Committee
- Utilization of Statewide Dual Credit Master Agreement
- Use of College of Education Course Monitoring Rubric (instructor qualifications, syllabi, assessments, materials, etc.)

Challenges:

- Quality control
- Timing of semester-by-semester agreements
- School district concerns for managing curricula and teacher loads

- Readiness of students for college-level work and related grading practices

Numbers and Evaluation:

- The fall 2007 semester attracted 197 students, 180 in Agriculture 221 and 231. Physics 151 and Chemistry 151 were also offered. Eighty-eight percent of enrolled students completed the courses at the "C" level or above.
- In spring 2008, 136 high school students enrolled, 82 in Agriculture 221 and 231. Courses in Math 119, History 102 Physics 152, and Chemistry 152 are also offered. Course completion rates and earned grades are not yet available for the current semester.

**Advanced Placement Credits**

Goal: Credit may be awarded to beginning freshmen who complete AP examinations before full-time enrollment at Eastern.

Partners:

- All schools who participate in the College Board AP examinations

Strategies:

- Encourage districts to train College Board certified teachers and provide access to the exams.
- Students may earn credit from Advanced Placement (AP) Examinations in all areas except studio art and history.
- Credit is recorded on the transcript only after successful completion of 12 or more credit hours earned at ENMU.
- AP credit will be accepted for transfer students as recorded on official transcripts from accredited colleges.
- A score of 3 is the minimum level acceptable. Some exams require a 4 or 5.

Challenges:

- Differences between AP College Board recognized courses and those titled AP by the districts.
- Advising students about dual credit and AP coursework.

Numbers and Evaluation:

- To be announced.

**Performance Reports of Recent HS Graduates**

Goal: The purpose of this report is to provide useful information in judging the academic preparation for college of HS graduates from New Mexico school districts

Partners:

- All New Mexico School Districts with at least 3 students enrolled as freshman at ENMU Portales.

Strategies:

- At the end of the fall semester data on student performance is reported back to the students' high school when at least 3 students from that high school attended ENMU-P.

- ACT scores, cumulative GPA, and grades earned in selected math, English, and reading courses are provided.
- Data for each eligible high school is summarized and compared against the total enrollment of incoming freshman at ENMU-P.

Challenges:

- Differences between AP College Board recognized courses and those titled AP by the districts.
- Advising students about dual credit and AP coursework.

**Direct Support from State and Federal Grants for P-20 Initiatives**

- USDOE – **Talent Search (TRiO)** – This three-year grant at \$393K per year supports specialists who assist high school and college students with scholarship applications, college visitations, and retention.
- USDOE – **Upward Bound and College Success (TRiO)** - This three-year grant at \$348k per year supports the orientation, retention, study skills, and recruitment of low income HS and college students.
- USDOE - **Teaching American History Grant** – This SIM (three-year) partnership with Portales Municipal Schools provides rich collaborative opportunities for students in schools with local community historical projects.
- NM Legislature - **Center for Teaching Excellence** – This special project (annual budget, approximately \$268K) provides grants to P-20 teachers across New Mexico who conducts action research on student achievement.
- NM Legislature - Eastern’s leadership in assessment was recognized by an appropriation to fund the **Assessment Resource Office (ARO)**. A major support for ENMU assessment, the office also serves as a resource providing summer workshops, guest presenters, and funding for assessment activities throughout New Mexico. Each spring, the ARO co-sponsors the **New Mexico Higher Education Assessment and Retention Conference**, where leaders from New Mexico as well as the national scene explore current trends and endeavors on the topics of assessment and retention.
- NMPED – **Core Knowledge**- This \$100K contract provides professional development, research, and technical assistance to this Pre Advanced Placement curriculum in PK-8 classrooms.
- NMPED – **Instructional Resource Center** - The College of Education regularly hosts the K–12 textbook evaluation center, where parents, teachers, and interested community members as well as students can review textbooks under consideration for school adoption. The University’s Golden Library houses an extensive collection of instructional materials available to home-schooling parents, teachers, and students.
- ENMU partnered with Clovis Community College in a **Title V Cooperative grant** for 5 years (2003-08) to enhance transfer success and to increase the numbers of students pursuing careers in teaching.
- Each summer the distance education office sponsors, **“Kids’ College.”** This project provides activities for children ages 5–12, including fitness, arts and crafts, computers, swimming, and reading. Field trips to local spots of interest are also included. In a partnership with the City of Portales, lunch is furnished for participants.

- The local high school and junior high school utilize ENMU's Greyhound Arena for their promotion and commencement activities each spring. During testing days at local schools, public school students use campus facilities for major activities such as **"World Games"** (global environment and peace simulation activities). Annual events such as **Drama Fest**, the regional **Science Fair**, and the regional **Speech and Debate tournaments** also involve high school students in campus life, with college students, faculty, and staff serving as mentors, judges, and coaches for these events.

### **Eastern New Mexico University Articulations**

- ENMU has dual enrollment agreements with area high schools and several two-year colleges, including Clovis Community College, Mesalands Community College, and New Mexico Junior College. So far ENMU has articulated its 63-66 degree programs in teacher education and social work with the HED Articulation Task Force.
- Across ENMU's three campuses, a one-system application form assures a seamless transfer of students from lower-division branches to the upper-division partner, ENMU-Portales.

### **College of Education and Technology's P-20 Related Partnerships**

#### **Governance, Communication, and Distance Education Partnerships (indirectly benefiting students)**

- Southeastern New Mexico Educational Resource Center (SNMERC) – Artesia, Dexter, Hobbs, Lovington, Loving, Lake Arthur, Jal, Tatum, Hagerman, Eunice, Dexter, and Roswell, Regional Educational Cooperatives (REC) 7 & 8
- Eastern New Mexico Educational Resource Center (ENMERC) – Logan, Floyd, Dora, Elida, Texico, Melrose, House, Grady, San Jon, and Fort Sumner
- Lea County Distance Education Consortium (LCDEC) – Hobbs, Tatum, Lovington, Eunice, Jal, REC # 7 REC # 6 – Offices are housed at the ENMU-Portales campus.
- REC # 9 – Numerous cooperative projects such as SPED student teaching supervision, Reading First degree coursework, degree completion programs in EDAD.

#### **Professional Development School Sites (directly benefiting students)**

Child Development Center, ENMU- Portales

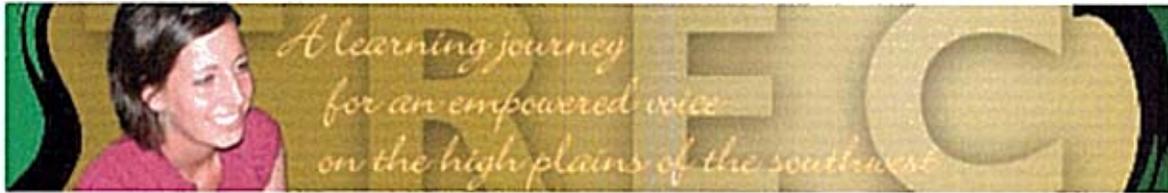
James Elementary, Portales Municipal Schools

Monterrey Elementary, Roswell Independent School District

Belle Vista Elementary, Clovis Municipal Schools, Kennedy Center Arts Integration Partnership

#### **Grants, Contracts, Special Projects, and Other Partnerships**

- NM Legislature (SB611) – Network for Teacher Professional Development (NTPD) – This \$100K recurring funding supports direct instruction to teachers and students through the High Plains Writing Project, Kennedy Center Arts Integration Residencies, Spanish Language Institute, Professional Development Schools Network, and other similar initiatives.
- NM Legislature – Re: Learning - ENMU hosts New Mexico Re:Learning a program providing support and funding for curricular reform in New Mexico public schools.
- NMPED – P-16 – This three-year project funded at \$240K supports the preparation of teachers' aides who are seeking a bachelor's degree and licensure.
- NMPED – Math and Science – Three grants for \$249K (total) provide professional development in math and science content for in-service and pre-service teachers.



**Education Licensure and Degree Programs – ENMU-Portales**

Within the College of Education and Technology there are several program choices. The programs listed below include **majors, minors, advanced studies and areas of endorsement**, as well as **licensure and non licensure** programs.

**Undergraduate Degrees**

**Licensure**

- Early Childhood Education
- Elementary Education
- Secondary Education
- Special Education
- Physical Education

**Endorsements/Minors to Licensure**

- Athletic Training
- Bilingual Education
- Biology
- Business Education
- Chemistry
- English
- English as a Second Language
- Early Childhood Education
- Family and Consumer Science
- General Science
- Health Education
- Language Arts

**Non-Licensure**

- Agriculture
- Family and Consumer Science

**Graduate Degrees/Master of Arts**

**Licensure**

- Counseling

**Master of Science, Physical Education Emphasis Areas**

- Sports Administration
- Sports Science

**Master of Education, Emphasis Areas**

- Bilingual Education
- Educational Technology
- Pedagogy and Learning
- Reading and Literacy
- TESOL (ESL) Education

- Vocational Agriculture
- Professional Technical Education
- Family and Consumer Science

- Marketing Education
- Mathematics
- Modern Languages/Spanish
- Music Education
- Physical Education
- Physics
- Psychology
- Reading
- Social Studies
- Theatre Education
- Visual Arts
- Vocational Agriculture

- Physical Education

- Elementary Education
- Secondary Education
- Special Education
- Educational Administration/**Licensure**

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The Standard of Excellence  
in Teacher Preparation

## **Eastern New Mexico University-Portales**

### **Teacher Education Licensure Curricula (as approved by the NMPED, 2004/2007)**

The teacher education licensure curricula are comprised of five major components: educational foundations, professional knowledge, professional and professional knowledge in literacy, professional and pedagogical knowledge, field experiences, and capstone clinical experiences (student teaching).

This presentation will utilize the elementary education licensure program for an example. The Secondary, Special Education, and Early Childhood Education programs follow this same scheme. A 24 hour content area endorsement is required as well as the teacher education curriculum. The elementary licensure program has cohorts who complete their degree and licensure coursework while attending the ENMU Roswell and Ruidoso campuses.

### **Progression of the Elementary Education Curriculum by Component**

#### **Educational Foundations**

- EDF 222 (3) and 222L (1): Structured Observation of Teaching (4)
- BLED 350: Cultural and Linguistic Pluralism (3)
- SPED 305: Students with Disabilities in the Regular Classroom (3)

#### **Professional Knowledge**

- ELED 380: Assessment, Curriculum & Management (3)

#### **Professional and Pedagogical Knowledge in Literacy (required by law)**

- RED 350: Emergent Literacy Development (3)
- RED 375: Intermediate Literacy Development (3)

#### **Professional and Pedagogical Knowledge**

- ELED 400: Methods for Integrated Curriculum I (6) (Language Arts and Social Studies)
- ELED 412: Methods for Integrated Curriculum II (6) (Math, Science, and Technology)

#### **Clinical Experience**

- ELED 450: Seminar in Student Teaching (2)
- ELED 460: Student Teaching, Elementary (10)

#### **Notes:**

- Every course has a field experience component ranging from 20-45 student contact hours.
- Successful completion of the NMTA Basic Skills is required for admission into the Professional Knowledge component.
- Successful completion of the NMTA Competency and Content test is required for admission into student teaching.



**State of New Mexico**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**May 13, 2008**  
**ENMU-Roswell P-20 Initiative**

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**1. Institutional Mission**

Eastern New Mexico University-Roswell is a regional asset, creating quality, personalized learning experiences and fostering community development.

**2. Partnerships: Dual and Concurrent Enrollment by School District**

High School Name	Fall 2007		Spring 2008	
	Dual Credit	Concurrent Enrollment	Dual Credit	Concurrent Enrollment
<b>Chaves County High Schools</b>				
Dexter	65	1	0	37
Goddard	84	0	60	0
Hagerman	23	0	30	0
Lake Arthur	5	0	10	0
Roswell	28	0	32	1
University	43	0	54	0
<b>New Mexico HS</b>				
Alamogordo	4	0	0	0
Artesia	26	0	23	0
Carrizozo	0	0	13	0
Eunice HS	0	0	0	1
Logan	2	0	0	0
Lovington	0	0	0	2
Magdalena	1	0	0	0
<b>GED, Home School, Private/Tribal Schools</b>				
Alamo Navajo	0	1	0	0
Gateway Christian	0	1	0	1
GED	0	9	0	4
Home School	0	7	0	9
Life Christian	0	1	0	2
Valley Christian	0	1	0	0
Youth Challenge	0	85	0	108
<b>Total</b>	<b>281</b>	<b>106</b>	<b>222</b>	<b>165</b>
<b>Total All Fall 2007</b>	<b>387</b>	<b>Total All Spring 2008</b>		<b>387</b>
				<b>774</b>

### **3. Goals of Initiatives**

- Decrease high school dropout rate, increase high school graduation rate, and decrease truancy rates
- Broader recruitment and enrollment into college
- Help remove barriers to college admission, enrollment, and graduation
- Help high school students to identify interest areas as they apply to career and education choices (KUDER, Choices, Valpar, etc..)

### **4. Strategies Employed**

- Dual credit course offerings/Concurrent enrollment course offerings
- Training for secondary counselors
- SkillsUSA
- TRIO programs
- CAP Scholarship
- Partnership with New Mexico Youth ChalleNGe Academy
- GED program
- ESL program
- ACT prep courses
- Tutoring
- Gear Up
- Assistance with credit recovery
- Kids Kollege/Career Camp
- Career Clusters
- Dental Van
- Sunset Elementary project
- Alarm Clocks
- PSA's encouraging school attendance
- University High School initiative
- Parkview Elementary initiative
- EMS- First Responder and EMS bridge classes
- \$75,000 legislative funding for distance education

### **5. Number of Students Involved**

In addition to the dual and concurrent enrollment data shown above, ENMU-Roswell also serves numerous students through our P-20 partnerships each year. These include:

- New Mexico Youth ChalleNGe Academy- 200 students
- Job Corps- 225 students
- Gear Up- 1,882 students
- CAP Scholarship- 726 students
- GED/ESL classes: 2,200 students
- Kids Kollege Career Day- 85 students

### **6. Career-Technical Education Programs**

Dually or concurrently enrolled students may complete one or more courses in each of the following ENMU-Roswell programs:

- Agriculture
- Welding
- Computer Applications
- HVACR
- Engineering/Design Technology
- Fire Protection
- Professional Pilot Training (Ground School)
- Certified Nursing Assistant
- Safety Engineering Technology
- Automotive Technology
- EMS First Responder

## **7. Challenges Faced**

- Funding- including the cost of textbooks
- Student preparedness
- Varying schedules: school weeks, holidays, and bell schedules (special events)
- Proximity to campus- rural nature of many communities in Chaves county
- Transfer tracking
- Maintenance of current technologies (infrastructure and equipment)

## **8. Evaluation Methods and Outcomes**

- Course enrollment
- Course completion
- Grade reporting for dual and concurrent enrollment
- Readiness reporting based on placement scores and certifications (where applicable)
- Reports of established measures for government programs such as CAPS scholarships, Gear Up, and TRIO programs



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**State of New Mexico  
LEGISLATIVE EDUCATION STUDY COMMITTEE  
May 13, 2008  
ENMU-Ruidoso P-20 Initiative**

**1. Institutional Mission**

The overarching mission of ENMU-Ruidoso is to enhance the lives of our students and the communities we serve, now and into the future.

**2. School Districts Involved in Partnerships**

Location		Fall 2007		Spring 2008	
County	City	Dual	Enrollment Count	Dual	Enrollment Count
Lincoln County	Alto	9	72	0	48
	Capitan	4	49	5	38
	Carrizozo	7	22	5	20
	Corona	0	2	0	2
	Glencoe	0	2	0	0
	Hondo	0	11	0	9
	Lincoln	0	3	0	3
	Nogal	2	17	0	19
	In-District* Ruidoso*	42	296	25	301
	Ruidoso Downs*	13	85	13	96
San Patricio	0	5	0	5	
Tinnie	0	4	0	4	
Otero County	Alamogordo	1	6	2	6
	Cloudcroft area	36	37	7	18
	La Luz	2	3	0	0
	Mescalero	4	56	2	60
	Tularosa	0	4	0	2
Other	Portales area	0	67	0	40
	Other	0	105	0	200

**3. Goals of Early College Program**

- To provide qualified high school juniors and senior opportunities to "jump start" their college career. Students may earn up to 24 college credits toward an Associate or Bachelor degree through the ENMU-Ruidoso Dual Credit Enrollment, Early College Program.
- Supplement and enhance the student's educational experience by providing academic or career-technical courses, offered both live and on-line, through ENMU-Ruidoso not offered by the public schools.
- Enable transfer students or students lacking credits to obtain core high school or elective credit(s) needed for graduation.
- Provide a positive, higher education experience to encourage students to pursue additional education after high school at ENMU-Ruidoso or elsewhere.

**4. Strategies Employed**

- .25 FTE Early College Advisor/Public School Liaison
- Region IX Educational Cooperative partnership for Perkins funding
- ITV Consortium partner and course content provider

## 5. Number of Students Involved

See graphs above and below

## 6. Career-Technical Education Programs

Dually-enrolled students may complete one or more courses in each of the following ENMU-Ruidoso programs:

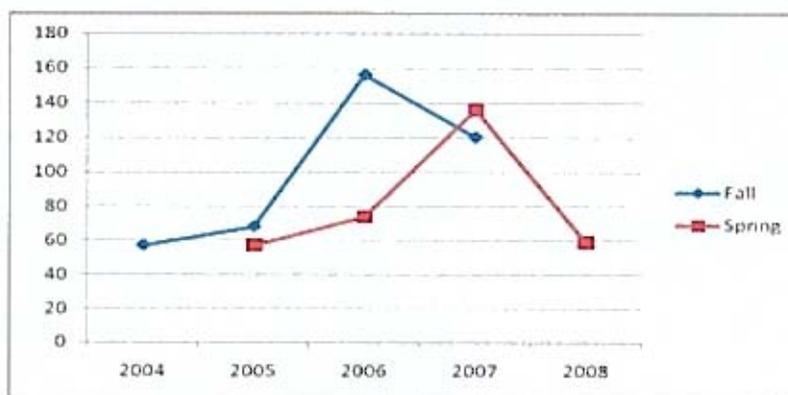
- Child Development
- Construction Trades
- Hospitality & Tourism
- Natural Resources
- Web Design
- Welding

## 7. Challenges

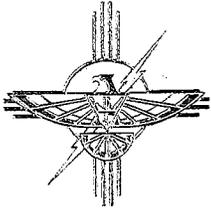
- Convincing public school administration that the ENMU-Ruidoso Early College program is in the students' best interest and not a threat to public school goals and objectives. The perception is that because students are enrolling in ENMU-Ruidoso classes this directly and negatively impacts public school funding, in addition to taking the "best and brightest" students out of their system a year, or semester early.
- Employee turnover within the public schools.
- Varying schedules: school weeks, holidays, standardized testing, and bell schedules.
- Transportation to and from on-campus dual enrollment courses.

## 8. Evaluation Methods and Outcomes

- Student success is defined as students completing a dual enrollment course with a grade of "C" or better. The average student success rate for all ENMU-Ruidoso dual credit courses was 98% for the fall 2007 semester. This is an improvement over the 93% student success rate for fall 2006.
- Beginning next fall dual credit instructors will submit a classroom assessment rubric indicating the level of mastery of each course objective by each student. This will insure that the dual credit content and student achievement is comparable to that of other ENMU-Ruidoso courses.
- Program success is measured by the number of students participating in the program. See the graph below:



The decline in dual credit enrollment from the 2006-2007 to 2007-2008 academic years was due to Mescalero schools dropping their Culinary Arts program, Carrizozo dropping their Welding program, and a conflict between standardized testing and dual credit registration for the Ruidoso and Cloudercroft schools.



# NEW MEXICO JUNIOR COLLEGE

Office of the President

April 30, 2008

Dr. Pauline Rindone  
Director  
Legislative Education Study Committee  
State Capitol North  
325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501

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Dear Dr. Rindone and LESC Committee Members:

## **Mission**

New Mexico Junior College, as a comprehensive community college, promotes success through learning.

## **School Districts Involved in the Partnership**

The Lea County Distance Education Consortium (LCDEC) is comprised of New Mexico Junior College, Eastern New Mexico University, Jal Public Schools, Eunice Public Schools, Hobbs Public Schools, Lovington Public Schools, and Tatum Public Schools. We have been promoting and offering dual credit enrollment opportunities for high school juniors and seniors for twenty plus years.

## **Goals of the Initiative**

The LCDEC Dual Credit initiative has been extremely successful, and we have attempted to proactively address the educational needs of the students, parents, colleges, Lea County, and the State. Many of our students graduate from high school with thirty plus college transferable hours.

## **Strategies Employed**

The LCDEC utilizes a distance delivery mechanism which uses Interactive Television to disseminate instruction to each site. Most of the college's transfer dual credit instruction originates on the campus of New Mexico Junior College and is delivered via Interactive Television to all high schools in Lea County. Each campus is equipped with an Interactive Television Classroom, student computers, and a smart technology symposium teaching station. Faculty members are trained on the distance delivery equipment, and each remote site provides a site monitor who acts as an aid to the professor. The system is also used to deliver instruction to night students.

## **Number of Students Involved**

During the 2007 fall semester, 292 students participated in the LCDEC Dual Credit initiative. During the 2008 spring semester, 380 students participated. The following provides an overview of the dual credit enrollment opportunities for Lea County students:

EN 113 – Composition and Rhetoric (3CH)	High School Credit (.5)
EN 123 – Composition and Literature (3CH)	High School Credit (.5)
PS 113 – Introduction to Psychology (3CH)	High School Credit (.5)
SE 113 – Interpersonal Communication (3CH)	High School Credit (.5)
SE 123 – Public Speaking (3CH)	High School Credit (.5)
MA 113A – Intermediate Algebra (3CH)	High School Credit (.5)
MA 113 – College Algebra (3CH)	High School Credit (.5)
MA 123 – Plane Trigonometry (3CH)	High School Credit (.5)
GO 213 – American Government (3CH)	High School Credit (.5)
SO 213 – General Sociology (3CH)	High School Credit (.5)
EC 213 – Principles of Macro Economics (3CH)	High School Credit (.5)
HI 113 – US History to 1877 (3CH)	High School Credit (.5)
HI 123 – US History from 1877 (3CH)	High School Credit (.5)
SP 114 – Beginning Spanish (4CH)	High School Credit (.5)
SP 124 – Beginning Spanish II (4CH)	High School Credit (.5)

#### Online Dual Credit Enrollment Courses

*These courses were recently added at the request of the high schools.*

AG 113 – Introduction to Agricultural Economics (3CH)	High School Credit (.5)
MU 213 – Music Appreciation (3CH)	High School Credit (.5)
AR 113 – Art Appreciation (3CH)	High School Credit (.5)
AC 114 – Accounting (4CH)	High School Credit (.5)
ED 113A – Guiding Young Children (3CH)	High School Credit (.5)
ED 213 – Foundations of Education (3CH)	High School Credit (.5)
EN 213 – Types of Literature (3CH)	High School Credit (.5)
EN 213A – Survey of British Literature (3CH)	High School Credit (.5)
EN 213C – American Literature I (3CH)	High School Credit (.5)
EN 223C – American Literature II (3CH)	High School Credit (.5)
HI 113A – History of New Mexico (3CH)	High School Credit (.5)
MA 144 – Calculus & Analytical Geometry (4CH)	High School Credit (.5)
PS 213 – Child Psychology (3CH)	High School Credit (.5)
SE 123 – Public Speaking (3CH)	High School Credit (.5)
SE 213A – Introduction to Mass Communications (3CH)	High School Credit (.5)

#### **Career Technical Education Programs For High School Students**

Additionally, the Lea County Public Schools bus high school students to the NMJC campus in the morning and in the afternoon, and New Mexico Junior College operates the Area Vocational High School (AVHS) or Area Career Technology (ACT) Academy. The students are given the opportunity to train in a Career Technology discipline, and students are afforded the opportunity to get an early start on a career pathway. Upon graduation from high school, many of these students are in high demand for employment. During the 2007 fall semester 156 students participated in the Lea County ACT Academy. During the 2008 spring semester, 137 students participated. The advantages of the synergy between the Lea County High Schools and the New Mexico Junior College

ACT Academy are non-duplication of facilities, equipment, instructors, and student services. The following represents the courses that are taught in the ACT Academy:

AT 037 – Automotive Technology (7CH)	High School Credit (1.5)
AT 047 – Automotive Technology (7CH)	High School Credit (1.5)
AT 057 – Automotive Technology (7CH)	High School Credit (1.5)
AT 067 – Automotive Technology (7CH)	High School Credit (1.5)
CO 037 – Cosmetology (7CH)	High School Credit (1.5)
CO 047 – Cosmetology (7CH)	High School Credit (1.5)
CO 057 – Cosmetology (7CH)	High School Credit (1.5)
CO 067 – Cosmetology (7CH)	High School Credit (1.5)
CT 037 – Building Trades (7CH)	High School Credit (1.5)
CT 047 – Building Trades (7CH)	High School Credit (1.5)
CT 057 – Building Trades (7CH)	High School Credit (1.5)
CT 067 – Building Trades (7CH)	High School Credit (1.5)
EG 037 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EG 057 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EG 067 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EG 077 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EG 087 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EG 097 – Computer Assisted Drafting (7CH)	High School Credit (1.5)
EM 037 – Emergency Medical Technician (7CH)	High School Credit (1.5)
EM 047 – Emergency Medical Technician (7CH)	High School Credit (1.5)
NU 037 – Health Occupations (7CH)	High School Credit (1.5)
NU 047 – Health Occupations (7CH)	High School Credit (1.5)
WE 037 – Welding (7CH)	High School Credit (1.5)
WE 047 – Welding (7CH)	High School Credit (1.5)
WE 057 – Welding (7CH)	High School Credit (1.5)
WE 067 – Welding (7CH)	High School Credit (1.5)

#### Online Career Technical Courses

*These courses were recently added at the request of the high schools.*

CJ 113 – Introduction to Criminal Justice (3 CH)	High School Credit (.5)
CJ 113 E – Introduction to Judicial Process (3 CH)	High School Credit (.5)
CJ 113 B – Criminal Law (3 CH)	High School Credit (.5)

#### **Challenges**

The benefits of the LCDEC and ACT Academy far outweigh the challenges. However, there are a few that are noteworthy. For the Interactive Television instructional delivery system and the online classes, bandwidth continues to be a challenge. Additionally, the cost of student textbooks is a great concern for the public schools. Finally, coordinating bell schedules has been a problem from the beginning of the initiative and continues to pose some challenges.

In regard to the ACT Academy, the cost of bussing students to the NMJC campus is a challenge for the public schools, as well as the time it takes to bus the students. Perhaps

the greatest challenge to the ACT Academy is convincing parents that Career Technical Education provides outstanding career pathways.

### **Evaluation Methods and Outcomes**

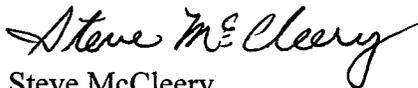
The LCDEC and ACT Academy utilize various evaluation tools and techniques to provide data and input to establish program outcomes. The following provides some but not all of the evaluation measures.

- The superintendents, presidents, and LCDEC staff meet monthly to discuss LCDEC issues.
- The superintendents, presidents, principles, counselors meet each semester to discuss LCDEC issues.
- The Director of the LCDEC is evaluated by faculty, site monitors, principals, superintendents, and presidents.
- The LCDEC and ACT Academy Faculty are evaluated by the students, and student evaluations are shared with the faculty member by the appropriate dean.
- LCDEC Faculty and Act Academy Faculty are evaluated on classroom performance by the appropriate dean.
- The ACT Academy Career Technical Advisory Committees meet and discuss outcomes and curricular issues.
- All LCDEC technical problems are tracked, and response time is monitored.

The Area Career Technical Academy and Dual Credit Enrollment opportunities are excellent examples of the great relationship that the Public Schools, New Mexico Junior College, and Eastern New Mexico University experience. These educational opportunities are extremely important to Lea County and represent a great example of synergy among school districts and colleges.

The system provides great opportunities for many of the school districts, and in many cases serves as an alternative to an honors program. Many of our high school students graduate with a great number of transferable college hours or Career Technical college hours, which are tuition free to the school districts and parents. Since the cost of a college education is continually on the rise, we feel this is an invaluable service for the students, parents, Lea County, and the State of New Mexico.

Sincerely,



Steve McCleery

President

New Mexico Junior College

MAY 09 2008

The Emphasis of Teacher Preparation  
at  
New Mexico Junior College

As a comprehensive, two-year associate degree granting institution, New Mexico Junior College's emphasis in teacher preparation is two-fold. First, in order to meet student needs in Lea County, as well as the surrounding areas and beyond, NMJC offers a certificate in Early Childhood Education. A program, including nine courses and two practicums, allows the student to earn a certificate in Early Childhood Education, which may later be applied to a degree in Associate of Arts and/or Associate of Science. Secondly, further foundational courses are offered which prepare the student for future licensure in Elementary Education [K – 8<sup>th</sup> grade] or Secondary Education at the Bachelor's degree level. A future initiative for NMJC includes the development of an alternative licensure program.

Early childhood education courses are offered using a variety of delivery platforms, including traditional, practicum, and online environments. All courses are offered "in-house" and through the internet, with all coursework approved through the Office of Child Development for the State of New Mexico. For the student seeking immediate employment in early childhood settings, the individual may begin coursework on a part-time basis. All early childhood education coursework, successfully completed, counts for the certificate as well as the associate degrees. Therefore, the interested student may immediately begin a career in an early childhood setting, while continuing to plan for extended education and teacher preparation.

Upon satisfactory completion of 32 hours (29 credits of departmental coursework and 3 credits in composition and rhetoric), students will be awarded a certificate from the state of New Mexico, through the Office of Child Development. This certificate is beneficial to the student who plans to teach in Head Start, prepare to work as a paraprofessional [teaching assistant] in K – 3<sup>rd</sup> grade classrooms, or work in various child-care settings. For those who plan to transfer to a four-year institution for the purpose of seeking licensure in teaching, the certificate coursework is transferable. This academic emphasis provides a firm foundation in working with children from birth through eight years of age. In addition, students who will major in elementary or secondary education at the bachelor's level, will find other NMJC education courses valuable in preparing them for furthering their studies.

The Associate of Arts (AA) and Associate of Science (AS) degrees are designed as flexible degree plans that allow a student to take courses needed for a variety of academic majors at a four-year institution of higher learning. The AS is normally used for various science, math, and engineering majors, and the AA generally best fits other academic areas for transfer. In either case, for the student who plans to continue their education in order to become a state certified teacher at the early childhood, elementary, or secondary level—the AA and AS degrees are transfer-based, with the backing of articulation agreements through the state-wide matrix and with agreements between teacher preparation programs at four-year institutions. The certificate in Early Childhood Education is one facet of the AA or AS degree.

Within the state of New Mexico, all two-year, state supported institutions of higher education may seek to offer pathways for alternative licensure for teacher preparation. New Mexico Junior College is no exception and will be participating in monthly curriculum design and planning meetings for this purpose, partnering with Lea County public school districts.

One to two lead faculty in the areas of Early Childhood and Elementary Education are being recommended by the Superintendents of the Jal, Eunice, Hobbs, Lovington, and Tatum, New Mexico districts. These individuals will actively serve on this working committee, as equal representatives in the process. Following development of this alternative licensure framework, representatives from the task force will present the entire program of study for consideration to the NMJC Curriculum Committee. If approved, New Mexico Junior College's President and Vice President for Instruction will be asked to present the curriculum to the New Mexico Professional Standards Committee for consideration.

Beginning in August 2008, the College will embark on a nine-month initiative to plan, design and prepare a curriculum for Alternative Licensure. If NMJC is given approval by the HED to offer an alternative pathway for students pursuing teacher education licensure in New Mexico, offerings leading toward this certification will begin the Fall 2009 semester. Depending upon the availability of qualified educators, students may be able to complete requirements for attainment of the alternative licensure within one academic year. Following completion of this coursework, students enrolled in the program would then coordinate their student teaching requirements with a four-year institution's teacher education program.

**P-20**  
**Partnerships at**



**Clovis**  
**Community**  
**College**

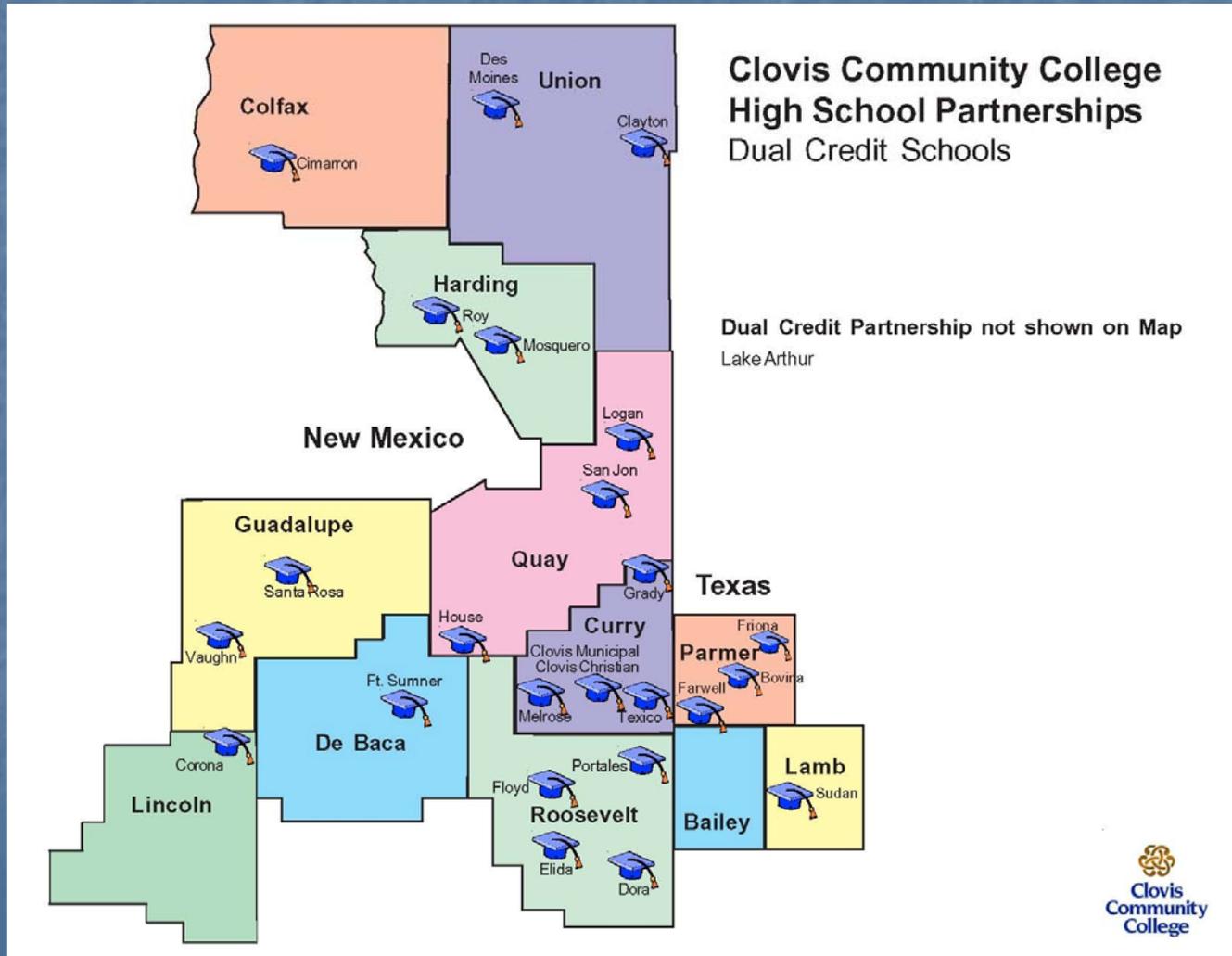
# Mission Statement

Clovis Community College is an institution of higher education offering instruction at the Associate degree level. The College provides accessible, affordable, accredited, high-quality educational opportunities by keeping the learners' needs at the center of decision-making and continuously striving to exceed the expectations of the local and global communities.

# Goal of CCC's Initiatives

- General education classes and applied programs of the Technical Career Center will articulate into CCC existing programs.

# Initiative 1: Dual Credit Enrollment at CCC



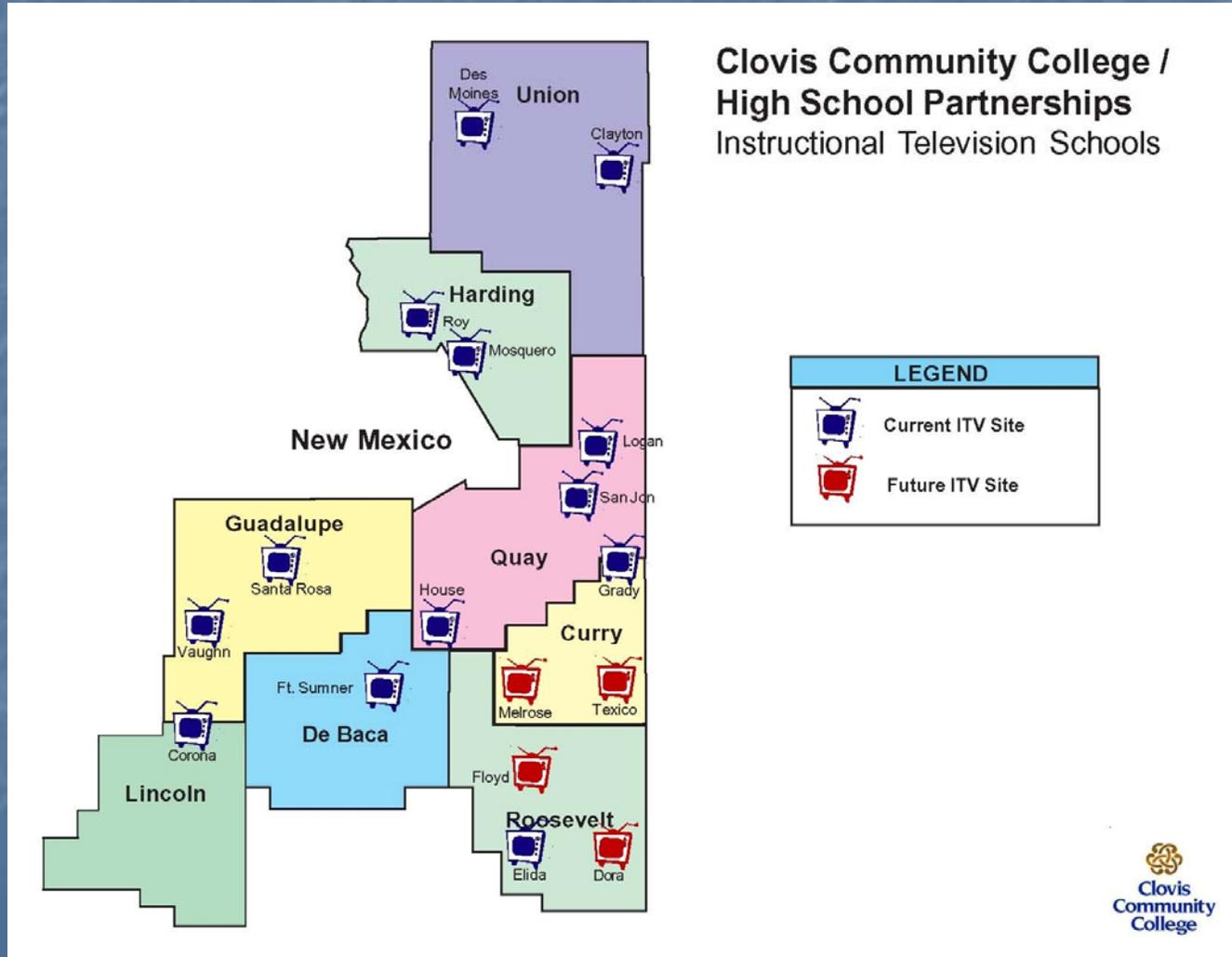
# Dual Credit Enrollment at CCC

- 581 high school students enrolled in the Spring 2008 semester
  - 377 dual credit students from Clovis High School
  - 13 courses taught at CHS
  - 3 programs at CCC (selected by the students)
    - LPN
    - Nail Tech
    - Technical Career Center
- CCC sets up special sections of courses taught at Farwell, TX (History, Psych and English) and Clovis High School (English)

# Regular CCC Classes

- 19 students traveled from Bovina to attend CCC evening classes.
- CHS, Farwell and Bovina typically take general education courses for dual credit. Students often graduate with one semester of college completed.

# Initiative 2: ITV

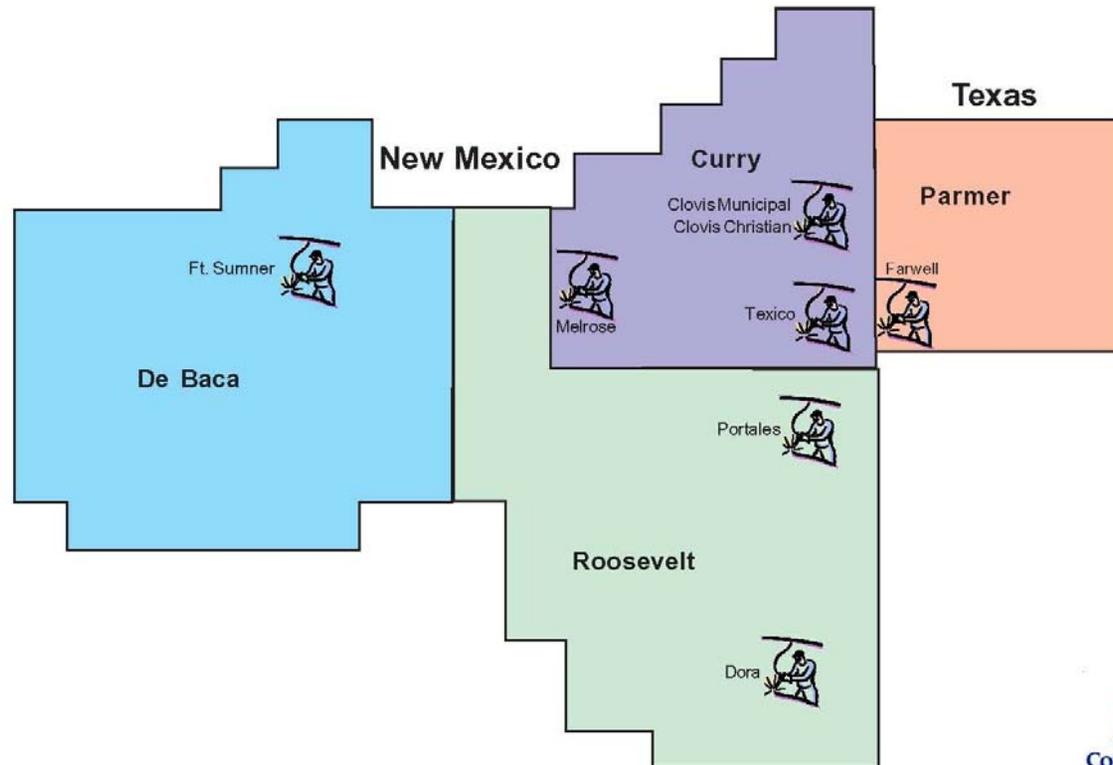


# ITV

- 82 students at 11 high schools in general education classes
- List of Classes
  - Agriculture
  - Chemistry
  - Communications
  - English
  - History
  - Psychology
  - Spanish
  - Theater

# Initiative 3: Technical Career Center

## Clovis Community College High School Partnerships

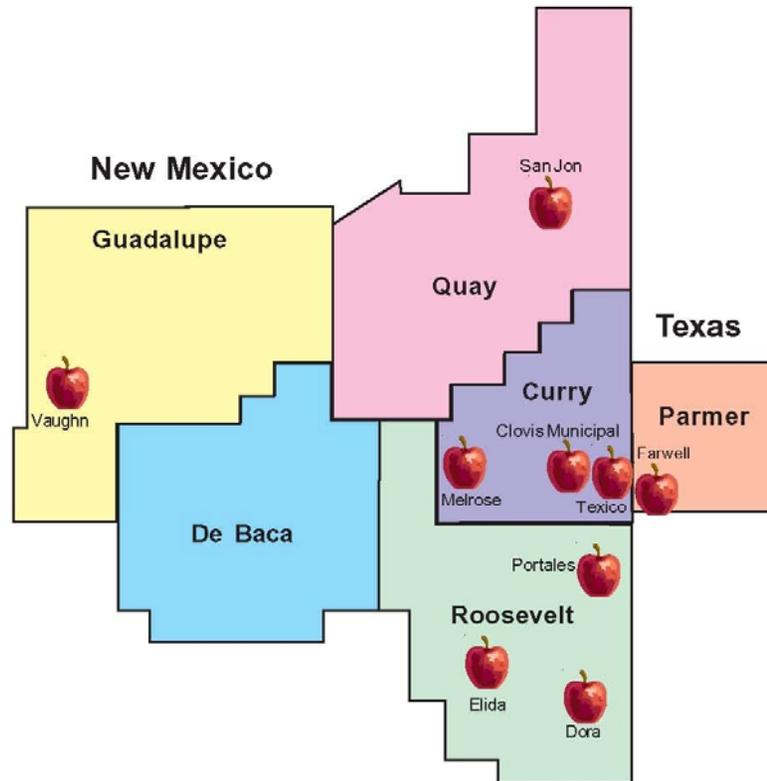


# Technical Career Center

- 7 High Schools
- 100 Students in 7 programs
- Programs
  - Automotive
  - Cosmetology
  - Criminal Justice
  - EMT
  - Graphic Arts
  - Legal Studies
  - Nursing

# Initiative 4: Alternative Licensure Program

## Clovis Community College - High School Partnerships Alternative Licensure Program



# Alternative Licensure Program

- Partnership with Clovis Municipal Schools
- Participation from seven area school districts
- 39 current students
- 10 completers
- 51 applications received

# Challenges Faced

- More manpower required to keep close tabs on high school students who need closer tracking.
- Very expensive equipment.
- Lots of TLC required for each public school partner.

# Evaluation Methods and Outcomes

- Tracking retention and grade distributions.