



Higher ED Partners FINAL 2023 Meeting Notes at CNM

Team members in attendance:

- **Amanda Vescovo - Dona Ana CC – Assc. Director, Academic Advising (Online)**
 - **Daniel Kerr - Dona Ana CC – IT student Advisor (Online)**
 - **Greg Hillis – NMSU Alamogordo – Dean of the Career & Technology Division (Online)**
 - **Rita Garcia – UNM Valencia - Dual-Credit Coordinator (Online)**
 - **Annie Willmon – San Juan College – Interim Dean of the School of IT & Business (Online)**
 - **Jennifer Morales – Western New Mexico University – Dual Enrollment Coordinator (Online)**
 - **Dr. Delores Becenti – Navajo Technical University – Director of Enrollment Services (Online)**
 - **Leslie Tsosie – Navajo Technical University – Dual-Credit Coordinator (Online)**
 - **Juanita Garcia – South East New Mexico College – VP of student Services (Online)**
 - **Alexis Argumedo – CNM – Dual Credit Manager (In Person)**
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- Meeting began at 10am
 - At 10:05am, an icebreaker activity began but the website was not working
 - At about 10:08am, we went over data from the **Communication Development Model**
 - **Scheduling Meeting Practices**
 - *(Minimal)* It was discussed that could be areas to seek improvement with scheduling meetings with smaller school districts/charter schools/private schools
 - *(Minimal)* With the ECHS partners, would be the development of more in person courses on the ECHS campus whether those courses are taught by ECHS faculty or adjunct from the college. Data has proven that this method of teaching dual-credit does have a higher success rate than concurrent student going directly into online instruction.
 - *(Moderate)* Face to face meetings 2-3 times per year with ECHS for planning. Each HED was different on this matter but for all of them, this was a major time crunch to make the 2 to 3 in person meetings for a school year.

- *(Moderate)* Weekly emails answering questions or communicating about students
- *(Moderate)* Semesterly planning for advising/registration processes
- **Content & Discussions of Interactions with Early College High Schools**
 - *(Moderate)* Not much student data is requested by or shared with school districts beyond enrollment/grade information
 - *(Optimal)* Early performance grades sent semesterly & Final grades sent semesterly
 - There was a suggestion of requesting that the professors send weekly progress reports on their dual-credit students. This is not an option that the HED partners have sought out but it could be something to look into.
 - *(Optimal)* Case alerts responded to by the college advisor and ECHS guidance counselor is also notified if lack of participation and performance is reported by college instructor in Dual-Credit course.
 - Each HED partner stated that they had different alert systems such as Navigate and iCare. Some said they were not aware of an early alert system.
 - *(Optimal)* Enrollment reports sent as needed. Monthly and then daily as the first day of class gets closer. If a class will make the ten student quota or if not, what other options would the dual-credit student have to take the class mixed in with tradition students either online asynchronous or synchronous.
 - *(Optimal)* In person meetings to plan solution based and inclusive with both higher education and high school representatives present to contribute to the conversation. Have meetings with the prospective dual-credit student and their parents so that we are all on the same page with their pathway choice or Certificate of Completion pathway, and expectations of a college course as opposed to their high school courses.
 - *(Optimal)* Itineraries used for face-to-face meetings to keep record of topics and to make room for open ended discussions at the end of the meeting. This way the meetings can be moderated and timely so that the HEDs & ECHSs stay on topic and make the meeting valuable.
 - *(Optimal)* Blended advising approach used to help advise students at both high school and college locations. Blended advising is the ideal way to approach dual-credit and this keeps everyone on the same page on how to advise the students.
 - *(Optimal)* Parent nights attended by HED advisors to inform families about dual credit programs. Some of our HED partners are already

doing this and even have information meetings about IT pathways as well.

- *(Optimal)* One on one advising provided at high school locations each semester to discuss educational goals and course selection. A we discussed prior, blended advising is the way to go with this.

○ **Mode & Method of Communication Mechanisms**

- This area was looked at to have a good understanding of the anthropology and sociology of the ECHS team and the Higher Ed Teams in what communication practices would work best for their partnership and their organizations.
- *(Moderate)* Communication through the use of text messages used during time sensitive information or emergencies.
- *(Moderate)* Communication through emails whenever appreciate. For instance, daily, monthly, and for ‘just in time’ for important deadlines (*withdrawal dates, registration, etc.*) This method and mode of communication was conveyed as the most convenient and the most effective.
- *(Moderate)* Communication through phone calls, as needed for more complicated information. Phone calls can be useful because they can prompt a quicker response time.
- *(Moderate)* Communication through in person meetings. These are utilized for planning, advising, enrollment, bigger picture discussions, and planning. Finding ways to expand this practice of communication is crucial.

● **BREAK was taken at 11AM**

● **Group Discussion began at 11:10am**

- *We asked what are dual-credit students immediate needs?*
 - More information on Dual-Credit courses in general. It was stated that some of the high school populations in this state are not even aware that they can take concurrent courses because it is not heavily advertised on high school campuses.
- *For each HED partner and their ECHS, what is the best method of communication?*
 - Most would agree that email is best and most convenient way.
 - Phone calls for more prompt and quicker response time.
 - Text messages for alerts or emergencies.
 - Finding ways to make more time for face-to-face meetings throughout the school year.

- *Meetings that the HED partners have with ECHSs, how will this drive dual-credit enrollment?*
 - Just getting more information out about dual-credit and the programs offered at the college.
 - Finding and implementing more ways for blended advisement.
- *In working with partnering ECHSs, does the mission and vision of their school align with that of their partnering college?*
 - This is a tough one. It was stated that how dual-credit is viewed by the school, in conjunction with the school’s core instruction, and how the student body views it is a culture that is different with every partnering school. This is where communication becomes imperative. The college has to receive communication from the ECHS just as much as the college communicates with them.

- **Brief Overview of EEDW Research Model objectives – 11:30am**

- **GOAL:** To understand the benefits for ECHS students of enrolling in at least one online IT course and engaging with partner businesses, relative to not enrolling in any online IT courses.
- **OBJECTIVE 1:** By the start of SY 2023-2024, EEDW will enter into partnerships with ECHS leadership to conduct a study of online IT coursework efficacy.
 - This objective is already in progress by receiving signed MOUs from the partnering school districts.
- **OBJECTIVE 2:** By the start of SY 2023-2024, facilitate partnerships between participating ECHSs and higher education partners for students to enroll in online IT programs of study.
 - This gradually beginning to take place at the dual-credit students choose pathways.
- **OBJECTIVE 3:** Establish business and industry partnerships to support students’ development of IT competency among students in IT courses by the start of SY 2023-2024.
 - This is a huge part of the study. Students enroll in college to have an advantage in the job market. So, why not put with the people that could potentially work for. This is for internship opportunities and career advisement.

- **2nd Group Discussion began at 11:40am**
 - *We discussed and looked ideas on how HEDs could assist ECHS partners in driving IT pathways and enrollment.*
 - As stated before, this is taking place between some of our HED and ECHS partners as they have information sessions and attend college and career fairs at the ECHSs to inform dual-credit students of these pathways.
 - Another way of driving these pathways is the HED knowing their marketing niche such as Google cert, CISCO, Cybersecurity, AI, etc.
 - *We looked what program may already be in place to evoke student interest in pursuing IT pathways.*
 - The HEDs implement visits to survey the student population and find out what students would have interest in IT pathways or if they have even been exposed to this career path.
 - *What are some ways that we could involve the IT business stakeholders with the HED programs?*
 - Some of the IT business partners have mentioned that they would like to have prospective employees that would work with the system of employees that they already have in place. As a sense of discovery, they could offer themselves as adjuncts to get a feel for students whether online or in person such as their personality, their work ethic, their means of working with others, and their communication practices. This would be a win-win for both the HED and the IT Business partner because they receive an instructor that would drive real world application instruction and the graduation to career pathway would significantly go up. This also be a driving force for future enrollment.
- Meeting adjourned at 11:54 am

**Next Meeting – August 7th, 2023 @ 10am via ZOOM*