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LETTER FROM THE SUPERINTENDENT

_NMMI 2020_, our institutional Strategic Plan, charts the course for the next ten years in the life of New Mexico Military Institute. The Plan establishes the steps necessary to achieve the vision set forth for NMMI, articulating our future state, our vision and mission, our strategic themes and goals, and the action items necessary to bring the plan to fruition. Thus, only the combined, coordinated, sustained efforts of all NMMI stakeholders, Faculty, Administration, Cadets, Alumni, the NMMI Foundation, will ensure the success of _NMMI 2020_.

The future is built on the legacy of the past. NMMI traditions and accomplishments since 1891 establish the foundation for our school’s future. The words of our founder, Colonel Robert S. Goss, provide the anchor for NMMI’s future: “If this is not a military school, then it is nothing.” _NMMI 2020, built as it is on the legacy of our past, will guide us in the integration and utilization of the modern tools, technologies, and techniques that will establish a flexible and relevant learning environment for the student of the 21st Century._

What does it mean to be a military school? A military school is not defined by its graduates who enter military service. In fact, only about 18% of NMMI’s graduating Cadets ever serve. Being a military school refers to our approach to learning. Our approach is built on developing the “whole person,” mind, body and soul, or character. The military structured platform establishes the framework within which we teach responsibility, accountability, decision-making, time management, and leadership. The Corps of Cadets is a living ‘Leadership Laboratory’ where cadets put into daily practice what they have learned in the classroom. It’s this combination of classroom and ‘Laboratory’ that creates a balanced curriculum that enables us to accomplish the NMMI mission: _to educate, train, and prepare young men and women to be leaders capable of critical thinking and sound analysis, leaders who possess uncompromising character, and leaders able to meet challenging physical demands._

We operate under a time-tested learning model to accomplish our mission. The three pillars of the model, Academics, Leadership, and Physical Fitness, are supported by three centers. The Daniels Leadership Center focuses on the overlap of Leadership and Academics, combining the classroom and the practical. The Godfrey Athletic Center focuses on the convergence of Leadership and Athletics, where leadership in the classroom, in the Corps, and on the field of competition is combined in the scholar-athlete. The Toles Learning Center is where the mind and the body merge into a focused educational understanding of what it means to be a “whole person.” Finally, all activities of our model revolve around, and support, the nucleus that is the Corps of Cadets, providing the integrated, high definition education, training, and experience so necessary to graduating competent, committed, and confident 21st Century Leaders.

_NMMI 2020_ is the seminal document in the NMMI Family of Plans, providing the critical linkage of our vision and mission to the operational plan.
s, policies, procedures, and directives of each of our components and organizations. *NMMI 2020* complies with the North Central Association institutional accreditation process and our own internal self-study. Thus, *NMMI 2020* is a living document, which we will review and update annually. Specifics of this review process, which includes ongoing assessment, are contained in the Plan Annexes.

*NMMI 2020* outlines the direction we will follow – our vision, mission, goals, objectives, and learning outcomes. The Plan clearly states our organizing principles and the enduring concepts and characteristics that define and identify who we are. The Plan focuses our attention on our prime responsibility, our Cadets, and their development. All Cadets have an Academic Advisor and a Leadership Advisor. All cadets are involved in physical fitness activities to prepare them for the rigors of the professional environment. Success is possible only in a setting that enables all to reach for and achieve their full potential. There must be strong alignment between and among all aspects of the Institute, from the classroom, to the barracks, to the athletic facilities and throughout our community support and spiritual programs. *NMMI 2020* provides that alignment.

Developed via a “bottom up” approach through offsite meetings involving NMMI Regents, faculty and staff, parents, Cadets, and outside stakeholders, *NMMI 2020* includes input from every NMMI employee and department. For *NMMI 2020* now to be successful every member of the institution must be involved in the Plan’s implementation, clearly understanding *NMMI 2020*’s provisions and the important role he or she plays in making those provisions a reality. Each NMMI employee will receive a copy of *NMMI 2020*. In addition, we will educate all stakeholders as to how they can link their personal and their departmental activities to the tenants of the plan.

In summary, *NMMI 2020* represents a continuing unity of effort, unity in development, unity in implementation, and unity in continuing improvement of our academic, leadership, and athletic programs and the infrastructure of NMMI to provide the superior education, training, and experience for which we are known. *NMMI 2020* continues laying the foundation for the way our Cadets will live and work throughout their lives. In the end, we will have positioned NMMI today to continue to fulfill its mission well into the future.

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Major General, MG AUS (Ret)
Superintendent
THE LEADERSHIP LEARNING MODEL

LEADERSHIP-TRAINING
(COMMANDANT)
Skills, Character, Discipline

LEADERSHIP-ACADEMICS
(DEAN OF ACADEMICS)
Knowledge, Education

LEADERSHIP
HEALTH & PHYSICAL EDUCATION
(ATHLETIC DIRECTOR)
Physical Fitness

Corps of Cadets

*The Centers provide the Experience acquired through Academics, Training, and Physical Education
INSTITUTIONAL VISION
The New Mexico Military Institute is a globally recognized secondary and post-secondary learning institution for young men and women that instills excellence in leadership, academics, and physical development within a structured environment empowering students to thrive in a dynamic world.

KEY TERMS DEFINED
NEW MEXICO MILITARY INSTITUTE: The word “military” that is in the school’s title and in its Mission and Vision Statements, reflects the words of its founder, Colonel Goss, who said, “If this is not a military school, it is nothing.” Colonel Goss was implementing the American military education model that Kelly Jordan states, “succeeded in blending a demanding academic environment with disciplined military training and appropriate moral development”.

GLOBALLY RECOGNIZED: NMMI Graduates must be able to lead in a global society.

SECONDARY AND POST-SECONDARY LEARNING INSTITUTION: Uniquely integrates all aspects of a college preparatory high school and Junior College as an institution committed to learning, which includes a liberal education, training, and experience. Education develops the mind through knowledge, training develops the body through skills, and experience applies both. At NMMI these things are developed within a military boarding school structure demonstrating President Kennedy’s words, “Leadership and Learning are indispensable to each other.”

LEADERSHIP: The defining characteristic of NMMI is LEADERSHIP DEVELOPMENT achieved through a curriculum that instills in cadets the knowledge, skills, characteristics, traits, values, competencies, and experience necessary to become a leader.

STRUCTURED ENVIRONMENT: A rigorous 24 hour planned and scheduled day, which incorporates all three aspects of education, training, and experience.

EMPOWERING STUDENTS: Cadet-focused experiential learning based on demonstrated competency.

INSTITUTIONAL MISSION
To educate, train, and prepare young men and women to be leaders capable of critical thinking and sound analysis, leaders who possess uncompromising character and leaders able to meet challenging physical demands.
CORE VALUES

The overarching values that are inherent in the NMMI Vision and Mission shape the institution, the faculty, staff, and, most significantly, its students. They represent an enduring commitment to duty, honor, and achievement.

DUTY

“Duty is responsibility in action. Man is not alone. On behalf of others he bears responsibilities, some of which have come to him through outer circumstance, others he has assumed of himself. Once committed to these, He will know them as terms of duty. That he does so willingly, he must consult his highest power - the power of a true conscience. It is this he will obey - this above all. Where responsibility and conscience are in harmony, there abide the strength and the splendor of ideal duty.”

Paul Horgan, ’24
Pulitzer Prize Winner

HONOR

“A transition sets in the day a fledgling cadet puts foot on this north Roswell Hill. The imprint becomes everlasting. Before long the harshness and confinement of military school life dwindles. The cadet gazes westward toward El Capitan peak and he begins to feel aspirations foreign to him before. A craving for maturity emerges. He watches changes in other new cadets as they put on flesh, grow in stature and confidence. They appraise each other for such qualities as gumption. The concept of honor may have become an unremembered relic of earlier days. Perhaps it lies dormant in his mind, a hazy abstraction. At the Institute, the cadet code is a signpost in every cadet's daily existence. He does not cheat nor does he steal. He speaks the truth and he thinks the truth, which he sometimes finds a challenge to both heart and clarity of mind. The new cadet is not long in uniform before he begins to perceive the yawning and fearsome gulf between honor and the stain of dishonor.”

Thomas H. Thompson, ’27
Pulitzer Prize Winner

ACHIEVEMENT

“Achievement can be the doing of a simple chore, the completion of a small task, the reaching of a personal goal. But there are degrees of achievement. A higher level requires the doing of irksome chores, completion of difficult tasks, reaching of goals that are worthy. The highest order of achievement brings us to goals that, while they may serve
one's selfish interests, advance however slightly the human condition. Such a grand accomplishment may seem to be beyond the expectations of ordinary people. But if all of us together will embrace two of the precepts of the NMMI motto -

By obeying the commands of DUTY, and By observing the limits imposed by HONOR - this third precept, ACHIEVEMENT, of the noblest kind, will follow.”

Ira B. Harkey, Jr. PH.D., '37
Pulitzer Prize Winner

GUIDING PRINCIPLES

At NMMI, we value excellence in leadership, academics, and physical development. Our values are institutionalized and operationalized through a set of guiding principles that impact every aspect of our organizations and processes. These include:

- The only state-supported co-educational military boarding school in the nation offering an integrated four-year college preparatory high school and university parallel transferable junior college.
- A Corps of Cadets comprised of every student led by the cadet chain of command and who participate in the Army ROTC Leadership Programs ensuring leadership opportunities for every cadet.
- A totally integrated high school and college learning environment in which a single consolidated faculty and staff support a six-year seamless high school and junior college experience enabling junior college and high school students to take college courses together.
- A Corps of Cadets that lives by an Honor Code adopted and administered by the cadets
- An academic institution with rigorous academic and admissions standards and a safe and secure campus
- A close relationship with the military services through the federal service academy preparatory and voluntary early commissioning programs
- A New Mexico constitutionally-created land grant institution
- An exceptionally well-qualified staff and faculty committed to working in a unique academic and military structured environment
- A cadet corps-wide physical development program
**SHARED LEARNING OUTCOMES**

To meet the Institute’s mission, the curriculum is designed to achieve a series of learning outcomes* organized in five tiers: Tier One translates the mission statement into three institutional outcome statements. Tier Two are derived from Tier One, are measureable, interdisciplinary and interdependent. They are referred to as Institutional Outcomes because they clarify and define the inter-relationships among each of the three mission elements and the mission statement. Rubrics are developed for measuring Tier Two. The Tier Two knowledge outcomes integrate the fundamental knowledge of human and physical worlds and the associated skills. Tier Three support Tier Two by providing demonstrable characteristics, attributes or capabilities at the department level. They equate to the department objectives. Tier Four continue this process at the course level equating to individual course objectives. Tier Five are the assessment outcomes derived from the application of the assessment instruments. Tiers 3-5 are listed and are the heart of the Assessment Database.

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* Institutional and shared learning (educational) outcomes are descriptions of what academic departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when they have completed the institution’s learning programs to include the core curriculum. Outcomes are the traits – the knowledge, skills, and experiences – that a student takes from the learning process. The institutional outcomes must link to and support the mission of the learning institution. It is the capability and competency of the faculty and staff that enables the outcomes to be realized.

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**Tier One: Possess and Exercise Fundamental Knowledge of the Human and Physical Worlds**

**Tier Two Knowledge Outcomes: Cadets who ...**

1. Demonstrate Critical Thinking
2. Demonstrate Written Communication
3. Demonstrate Oral Communication
4. Demonstrate Information Literacy
5. Apply Technology in a Variety of Contexts

**Tier One: Internalize Uncompromising Character**

**Tier Two Character Outcomes: Cadets who ...**

1. Demonstrate Leading and Working with Others
2. Demonstrate Self Development
3. Demonstrate Being a Leader with Presence
Tier One: *Develop and then maintain an appropriate level of Physical Fitness*

**Tier Two Physical Fitness Outcomes: Cadets who ...**

1. Demonstrate skills and habits to enable sustained participation for physical activity
2. Achieve and/or maintain an appropriate level of physical ability
3. Demonstrate quality improvement and progression in athletic or physical performance
A. Advance NMMI’s Vision and Mission

Strategic Direction: Assure internal and external communications which advance NMMI’s vision and mission through a strengthening of our reputation as to the unique opportunity at NMMI which recruits and enables qualified candidates to become exceptional leaders.

B. Enhance and sustain the currency and relevance of the institution’s learning outcomes while emphasizing course transferability.

Strategic Direction: Maintain and develop organizations and processes to ensure the purpose, content, pedagogy, and institutional learning outcomes in order to meet the challenges and educational needs of a global society and those who will become its leaders.

C. Optimize resource management

Strategic Direction: Ensure efficient and effective management of, and accountability for, all resources available to NMMI in support of academic, leadership, and physical performance programs.

D. Cultivate leadership and character development

Strategic Direction: Provide diverse learning opportunities that encourage cadets to become successful citizens of character capable of providing sound ethical leadership in challenging global environments.

E. Train, Motivate, and Provide Opportunities for Cadets to Develop and Sustain Personal Health, Wellness, and Physical Activity

Strategic Direction: Use available resources to provide opportunities for the training, development, and maintenance of performance-based and lifetime physical fitness in conjunction with overall health and wellness.
NMMI OBJECTIVES

GOAL A: Advance NMMI’s Vision and Mission

Strategic Direction: Assure internal and external communications which advance NMMI’s vision and mission through a strengthening of our reputation as to the unique opportunity at NMMI which recruits and enables qualified candidates to become exceptional leaders

Objective A.1: Assure internal communications which advance NMMI’s vision and mission

Objective A.2: Assure external communications which advance NMMI’s vision and mission

Objective A.3: Recruit and enable qualified candidates to become exceptional leaders

Objective A.4: Promote and strengthen NMMI’s reputation of being a unique opportunity for qualified candidates
GOAL B: Enhance and sustain the currency and relevance of the institution’s learning outcomes while emphasizing course transferability.

Strategic Direction: Maintain and develop organizations and processes to ensure the purpose, content, pedagogy, and institutional learning outcomes in order to meet the challenges and educational needs of a global society and those who will become its leaders.

Objective B.1: Use available resources to provide the necessary academic technology and support to enhance effective teaching and learning.

Objective B.2: Use available resources to provide and maintain a clearly defined and comprehensive student learning assessment system and demonstrate a commitment to improvement of student learning.

Objective B.3: Sustain and grow relevant, challenging, transferable, and innovative curricula for high school and junior college students.

Objective B.4: Cultivate relationships with other learning institutions.

Objective B.5: Use available resources to provide proactive, relevant, and innovative academic support services.

Objective B.6: Establish and maintain programs that support global learning.
**GOAL C: Optimize Resource Management**

**Strategic Direction:** Ensure efficient and effective management of, and accountability for, all resources available to NMMI in support of academic, leadership, and physical performance programs.

**Objective C.1:** Foster a culture of economic viability and sustainability for fulfilling the NMMI mission by managing financial resources with sound fiscal policies, to include ensuring cadet quality of life, while responding to financial challenges

**Objective C.2:** Update and execute the Facilities Master Plan and provide a clean, well-maintained physical plant to help ensure a safe and secure environment

**Objective C.3:** Develop and document fundraising, partnerships, and outreach opportunities with all stakeholders to include alumni, patrons, business, civic, educational, volunteer, youth, military and governmental organizations at the local, state, federal and international level

**Objective C.4:** Use available resources to provide the most appropriate and effective technologies available to enable NMMI to achieve the efficient use of personnel, time, and other resources in the furtherance of NMMI’s strategic goals

**Objective C.5:** Use available resources to provide services to support safety and personal well-being of cadets, faculty and staff

**Objective C.6:** Recruit, retain and recognize faculty and staff in all areas who are appropriately qualified, evaluated and trained
GOAL D: Cultivate Leadership and Character Development

Strategic Direction: Provide diverse learning opportunities that encourage cadets to become successful citizens of character capable of providing sound ethical leadership in challenging global environments

Objective D.1: Develop Commandant’s Staff: Recruit, organize, train, and develop a staff charged with mentoring, advising, coaching and developing NMMI cadet leaders of character and for providing cadet quality of life

Objective D.2: Develop Cadet Leadership and Character Building Programs: Develop, implement, regularly evaluate and refine cadet leadership character development programs, methods and processes

Objective D.3: Provide Resources for Staff and Cadet Development Programs: Provide tangible resources to staff for the implementation of cadet leadership and character development, and quality of life programs

Objective D.4: Select, Train and Mentor NMMI Corps of Cadet Leaders: Select, organize, train and develop a Cadet Regimental Chain-of-Command charged with leading the Corps during the course of the academic year
GOAL E:  Train, and Motivate, and Provide Opportunities for Cadets to Develop and Sustain Personal Health, Wellness, and Physical Activity

Strategic Direction:  Use available resources to provide opportunities for the training, development, and maintenance of performance-based and lifetime physical fitness in conjunction with overall health and wellness

Objective E.1:  Use available resources to provide tools, training, and relevant technologies to develop lifetime health and wellness.

Objective E.2:  Present opportunities to establish and achieve measureable lifelong fitness.

Objective E.3:  Use available resources to provide opportunities to engage in both competitive and recreational physical activities.

Annexes (published separately)

Annex One:  Organization/Process

Annex Two:  Initiatives

Annex Three:  Assessment
## Record of Revisions

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<th>Date</th>
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<tr>
<td>10/18/2011</td>
<td>7</td>
<td>Possess &amp; Exercise Fundamental Knowledge of the Human and Physical Worlds - Tier Two Learning Outcomes #9 revised.</td>
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<td>10/18/2011</td>
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<td>Internalize Uncompromising Character - Tier Two Learning Outcomes #1-7 revised, #8-9 deleted.</td>
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<td>03/07/2013</td>
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<td>Clarified the definition of outcomes and the five tiers.</td>
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<td>06/30/2013</td>
<td>9&amp;11</td>
<td>Revised Goal A and Objectives A1 through A5</td>
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<td>8/15/2014</td>
<td>7 &amp; 8</td>
<td>Added the Tier Two Outcome Grouping to the Tier Two Titles</td>
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<td>8/15/2014</td>
<td>2</td>
<td>Removed “Alumni Association” from first paragraph.</td>
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<td>8/15/2014</td>
<td>12</td>
<td>Removed the word “Association” from Objective C.3</td>
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<td>Last bullet, Changed “Assessment Plan” to “Assessment”</td>
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<td>Tier Two Learning Outcomes for Knowledge revised</td>
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<td>Tier Two Learning Outcomes for Character revised</td>
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<tr>
<td>5/20/2016</td>
<td>8</td>
<td>Tier Two Learning Outcomes for Physical Fitness revised</td>
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<tr>
<td>7/12/2016</td>
<td>9-13</td>
<td>Comprehensive five-year revision of all Goals and Objectives</td>
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<td>3/29/2017</td>
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<td>Added to first paragraph: The Tier Two knowledge outcomes integrate the fundamental knowledge of human and physical worlds and the associated skills.</td>
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<td>6-28-17</td>
<td>4</td>
<td>Replaced the “Time Tested Learning Model” Venn diagram with “Leadership Learning Model” diagram</td>
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<td>Inserted the new Vision Statement approved by BOR 7/7/2017</td>
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<td>01/04/18</td>
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<td>Updated “Leadership Learning Model” changing “Athletics &amp; Physical Fitness” to Health &amp; Physical Fitness Education.</td>
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<td>01/04/18</td>
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<td>Added below “Institutional Vision” Statement and Key Terms Defined from “Vision 125” brochure.</td>
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<td>Add new objective B6: Establish and maintain programs that support global learning</td>
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<td>5/1/18</td>
<td>9 &amp; 11</td>
<td>Change wording in Strategic Direction: removed “the nation” and added “a global society”</td>
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<td>Replace D.1, D.2, D.3 &amp; D.4 wording. Eliminate D.5</td>
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<td>Changed all wording for A.1, A.2, A.3 &amp; A.4.</td>
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<td>3/13/19</td>
<td>6,7</td>
<td>Added NMMI’s Core Values (Duty, Honor &amp; Achievement)</td>
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<td>5/7/19</td>
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<td>Combined HED General Education Outcomes with NMNI Tier Two Knowledge Learning Outcomes</td>
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<td>The HED General Education Outcomes were deemed not mandatory. Therefore, the original NMNI outcomes were reestablished.</td>
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